

Heritage Schools

Evaluation Research Report 2022-23



for Historic England

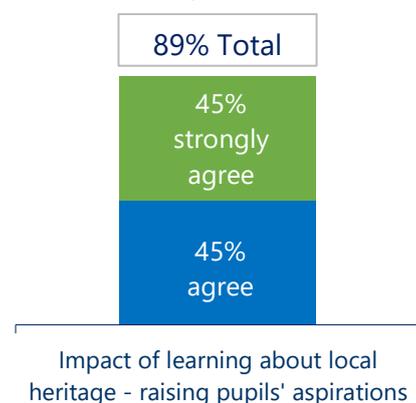
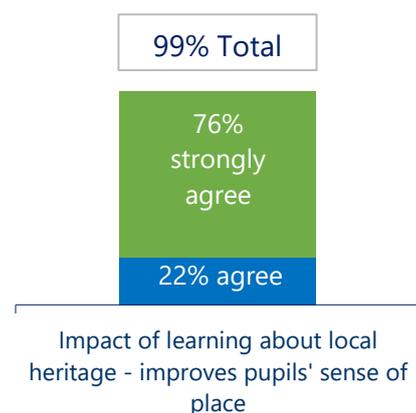
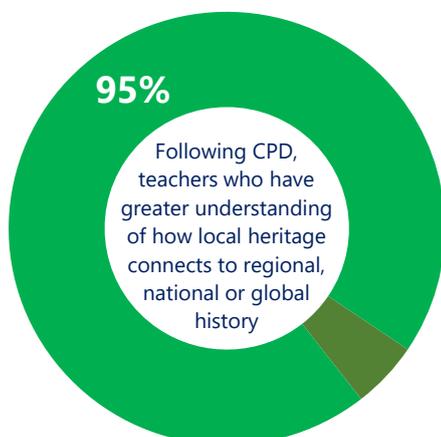
Sept 2023



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1. Key impacts & benefits



Heritage Schools is, for many teachers attending, the only history training session they have been on in the academic year:

- 75% of ITT students
- 61% NQTs
- 59% KS1 teachers
- 54% KS2 teachers
- 74% Secondary



2. Introduction

Qa Research (Qa) is pleased to submit this research report evaluating the impact of the Continuing Professional Development (CPD) training provided by Historic England during the academic year 2022-23 through their Heritage Schools programme and the impact undertaking a Heritage Schools project has had on schools, teachers, pupils and partner organisations.

The overall aim of Heritage Schools is to encourage teachers to think about using what is local to their school, to bring their local history and heritage to life, increase a sense of local pride and use the resources 'on the doorstep' to help teach the 'national story'. The Heritage Schools programme is currently in its eleventh year.

Each region in the programme has a Local Heritage Education Manager (LHEM) appointed by Historic England who works with clusters of schools to help facilitate the use of local resources to teach national history.

CPD training is provided free of charge to schools, teachers, trainee teachers and heritage and cultural educators across the eight different regions involved in the Heritage Schools programme.

The LHEMs also work in partnership with local heritage providers to provide training and greater opportunities for teachers and pupils to engage with local heritage.

This report further builds on previous annual evaluation research that Historic England has commissioned Qa to undertake about the impact of their Heritage Schools programme.

Training provided by the LHEMs comprises both face to face and online training sessions.

In 2022-23 there were 2,667 attendances at 170 CPD training events involving 2,246 teachers and heritage educators.

Heritage Schools worked with 334 schools who were new to Heritage Schools in 2022-2023 and 226 schools who were already working with Historic England on Heritage Schools projects in previous years. In total 560 have engaged with the programme in this academic year.

3. Aims & Objectives

The aims of the research are to provide:

- A thorough, independent and critical assessment of the Heritage Schools programme
- A clear understanding of the impacts of attending a CPD training course has or will have on teachers and pupils
- An understanding of the experiences of all those involved in the training, including any positives, negatives and suggested improvements or changes
- Amongst those undertaking a Heritage Schools project, the impact this has had on them and their pupils.

4. Methodology

Quantitative survey – those attending CPD training

The quantitative research has been conducted amongst teachers attending a CPD training course via a self-completion survey (designed by Qa and approved by Historic England – included in the appendix for reference).

This survey has been designed as a paper survey and an online survey.

The distribution of either the two-sided paper survey or online survey link has been administrated by trainers / Local Heritage Education Managers (LHEM) who have handed out the survey or circulated the survey link to teachers taking part in the CPD training.

The surveys are distributed during training sessions and filled in straight after the training which enables the responses to be fresh in the respondent's mind.

A total of 1137 surveys have been completed, covering 92 different courses / sessions across the eight Heritage Schools areas.

The overall total of 1137 completions provides a sample which in research terms means we can be 95% confident that the data at an overall level has a variance of no more than +/- 2.9% accuracy.

These findings are based on a sample size which provides results that are inside the +/-5% standard industry error margin and therefore provide overall findings which are considered to provide results which are statistically robust.

A similar survey has been completed by attendees at Heritage Schools CPD events over the previous seven academic years. Where the same questions have been asked, we have shown comparison data within this report.

Confidence levels:

This indicates how representative findings are of the resident body as a whole. A 95% confidence level refers to the statistical likelihood (probability) that the true value of the population lies within a range (95% confidence interval) of the estimated percentage.

The +/- 2.9% accuracy refers to the 'standard error', which demonstrates how answers provided by the sample group potentially vary from the responses that would be obtained if all respondents had been surveyed. In the research industry, commonly accepted levels of error are +/- 5%.

This means, for example, that if the observed statistic for any question is 50%, then if the research was repeated, this percentage will be no less than 47.1% and no more than 52.9%. The standard error is calculated on the basis of the total number of possible respondents covered and the number that have been covered by the survey.

Qualitative interviews

To supplement the quantitative research and explore further the impact of undertaking a Heritage Schools project, a total of eight case study interviews were undertaken one from each of the Heritage School regions.

The case studies cover a mix of schools, educational and heritage organisations from different geographic regions who have worked on Heritage Schools projects.

Suitable respondents were identified by the LHEMs, with interviews arranged and conducted by Qa.

The case studies involve visiting a school or organisation, interviewing a number of teachers and pupils who have been involved, and being able to review examples of the activities undertaken and work produced.

Quantitative survey – partner organisations

An online survey designed to capture feedback and the impacts on heritage partners of being involved in Heritage Schools projects was designed by Qa.

The online link to this survey was distributed by the Local Heritage Education Managers (LHEMs) to the various heritage organisations who had provided services over the academic year to schools involved in the Heritage Schools Programme in their region.

In total, 23 different heritage partner organisations completed the survey.

5. How to read the data

The key findings from the research are shown overleaf.

Quantitative data

Being a self-completion survey some respondents may have left some questions blank. The base (i.e. the number of respondents answering the specific question) is shown at the bottom of each chart.

Please note that when interpreting the quantitative results throughout this report not all percentages will equal 100% due to rounding (with any figures of 0.5 or higher being rounded up).

Where the figure is shown as 0% at least one respondent gave this answer, but the total count makes up less than 0.5% of the overall total.

The analysis of the results was run using Askia software.

A very similar survey has been used over the last seven years which enables comparisons to be drawn to show continuities, trends and changes over time.

Qualitative findings

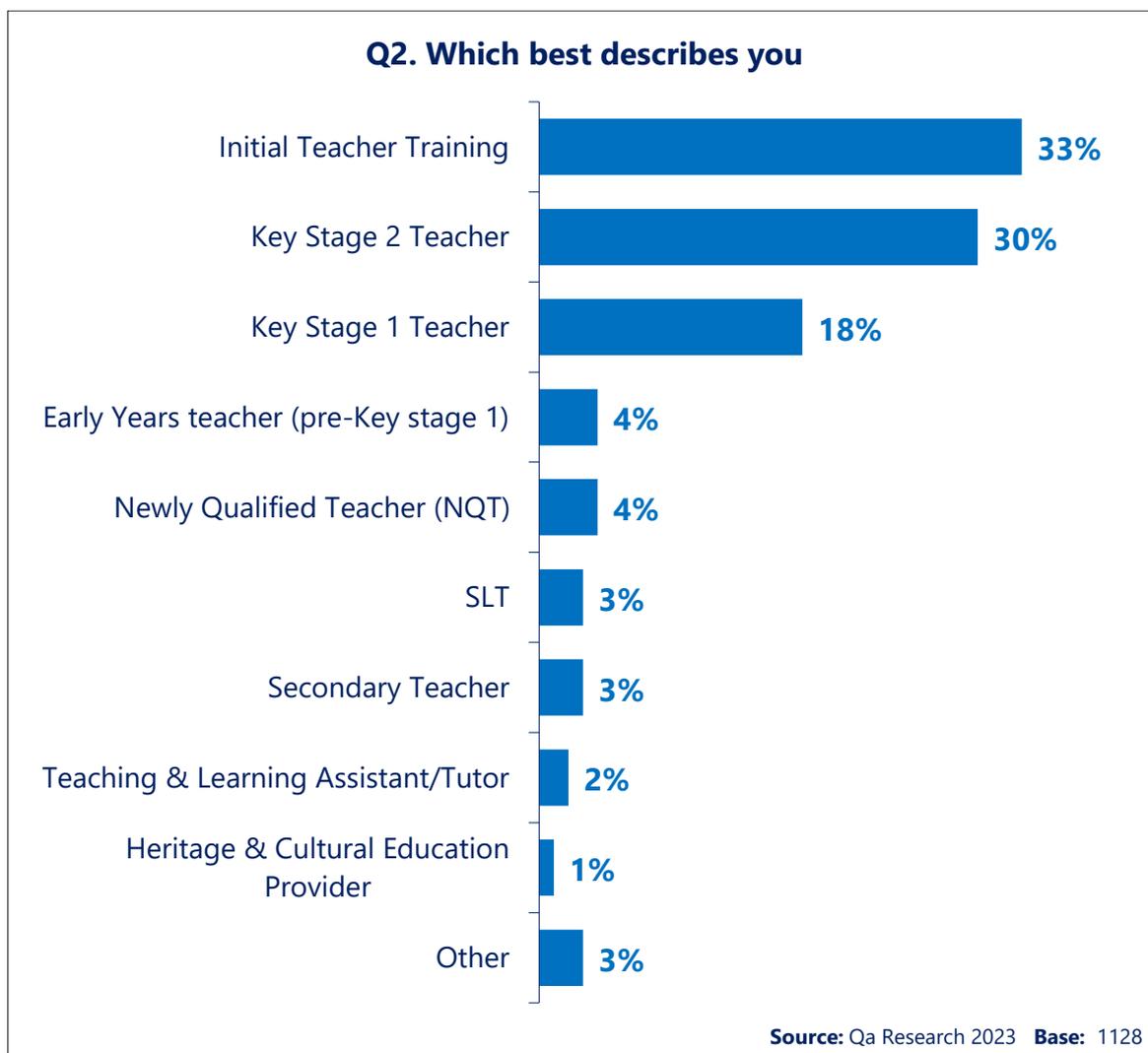
The qualitative case studies have been included after the quantitative survey results.

Direct quotes have been used to illustrate the case studies, with these shown in italics.

6. Key findings – Quantitative CPD evaluation survey

6.1 Type of teacher attending CPD

Type of teacher



Those saying 'other' were made up of volunteers, administrators, heritage trustees, home educators and a variety of other roles ¹.

¹ Anyone saying student, PGCE or student teacher has been included in the percentage for Initial Teacher Training

The majority of those attending the CPD training are from the Primary School sector (52%), followed by a third (33%) who are undertaking teacher training.

The proportion of Primary teachers involved has remained considerably higher than the number of Secondary School teachers attending these sessions.

Attendee	2022 /23	2021 /22	2020 /21	2019 /20	2018 /19	2017 /18	2016 /17	2015 /16
Initial Teacher Training	33%	46%	23%	35%	48%	49%	45%	45%
Newly Qualified Teacher (NQT)	4%	2%	2%	3%	2%	2%	3%	5%
KS1 Teacher	18%	11%	18%	15%	12%	10%	14%	-
KS2 Teacher	30%	26%	36%	28%	19%	18%	22%	-
Primary Teacher ²	-	-	-	-	-	-	-	35%
EYFS	4%	3%	5%	5%	2%	3%	2%	
Secondary Teacher	3%	3%	2%	1%	3%	4%	2%	3%
SLT (Head, Assistant Head, Deputy)	3%	3%	6%	7%	3%	2%	2%	
Teaching & Learning Assistant / Tutor	2%	3%	5%	7%	7%	4%	4%	3%
Heritage & Cultural Education Provider	1%	2%	0%	1%	2%	3%	1%	4%
Other	7%	3%	2%	2%	2%	5%	4%	5%
Base	1137	1174	578	1029	1390	1047	1157	1888

Amongst Primary teachers (EYFS, KS1 & KS2) an average of 264 pupils attend the schools that teachers who have been on a Heritage Schools CPD training course work in.

Although far fewer in number, the Secondary teachers work in schools with an average of 965 pupils.

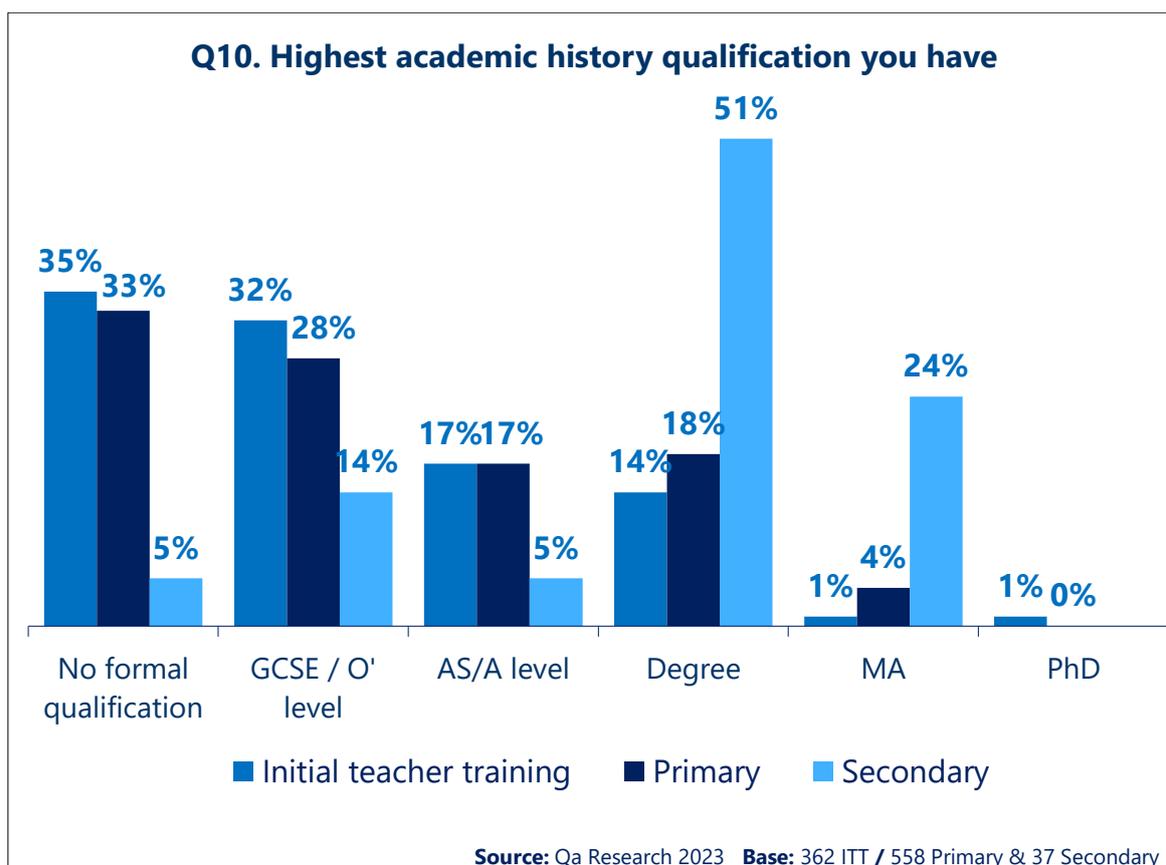
Highest academic history qualification

There is a wide range of formal historical knowledge amongst school teachers attending the training courses, but noticeably a third of all Primary teachers and slightly higher for those doing their Initial Teacher Training have no formal academic history qualification (i.e. not even a GCSE / O level in history).

² The survey was changed to split KS1 & KS2 teachers in 2016

The skills, knowledge, reassurance and confidence they acquire from attending the CPD training could be one of the first times, if not the first time, they have had any formal history training.

The case studies in chapter 7 demonstrate how the CPD training provided increases the skills and confidence of those attending to teach history and use a much greater range of resources including old maps, census data and historic photographs to bring their local heritage projects to life.



It cannot be assumed that those attending the CPD training have a background of historical knowledge to draw upon.

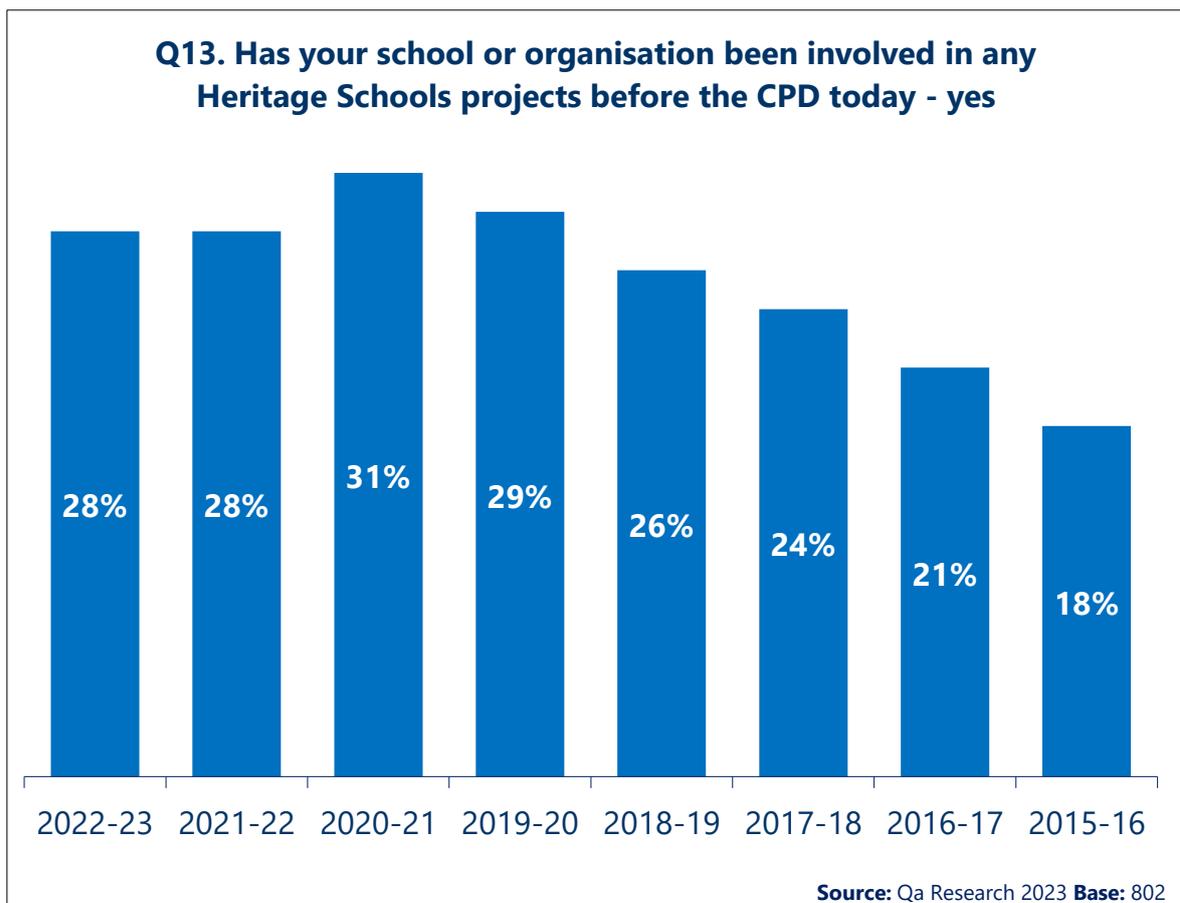
Over the last few years, the range of formal historical qualifications attendees have has been very similar (in 2021-22 37% of ITT and 34% of Primary school teachers and in 2020-21 28% of ITT and 29% of Primary school teachers attending the CPD training had no formal history qualification – not having studied it beyond Year 9 at school themselves).

With a large minority of teachers, especially in the Primary sector, having no formal history qualifications, it suggests a need for high quality CPD training in history is required before teachers can deliver high-quality history lessons and projects.

Previous involvement in Heritage Schools projects before attending CPD

Whilst retaining existing schools and organisations within the programme, Heritage Schools continues to deliver the majority of their CPD training to schools and organisations that are new to doing Heritage Schools projects.

Amongst all teachers, 28% work in a school that had been involved in Heritage School projects or training prior to the CPD course they were attending, with 46% who said no and a further 26% who did not know.



Other CPD training attended

For most teachers who attended a Heritage Schools training session, this is the only history training course that they have been on in the last year:

- 75% of Initial Teacher Training students stated that this is the only history training session they have attended in the last year
- 61% of Newly Qualified Teachers
- 59% KS1 teachers
- 54% KS2 teachers
- 74% Secondary School teachers

Without Heritage Schools most trainee teachers, and teachers already in the classroom, would not be having any training in teaching history.

6.2 Impact of CPD or training session

The CPD sessions were delivered in various ways. In some cases, the LHEM delivered a training day, either online or face to face in person for teachers from several schools, and the teachers cascaded the training to their colleagues in their schools. In other cases, the LHEM delivered a session in school for all the staff within the school who would be working on their specific local heritage project.

All respondents were asked how much they agree with each statement about the impact of participating in CPD or a training session with 1 being 'strongly disagree' and 5 being 'strongly agree'.

The figures for those who gave 'don't know' as an answer or left the answer blank have been excluded from the calculations so the findings are only from those who gave a definite answer.

Given the high levels of agreement, the chart overleaf only shows the proportion of attendees who agreed with each of the statements.

The percentage 'strongly disagreeing' with the statement or 'disagreeing' amounted to less than 1% for each of the statements, with the remaining percentage not shown in the chart being those who opted for the 'neither agree nor disagree' option.

Therefore, the chart only shows the percentages 'agreeing' or 'strongly agreeing' with the statements.

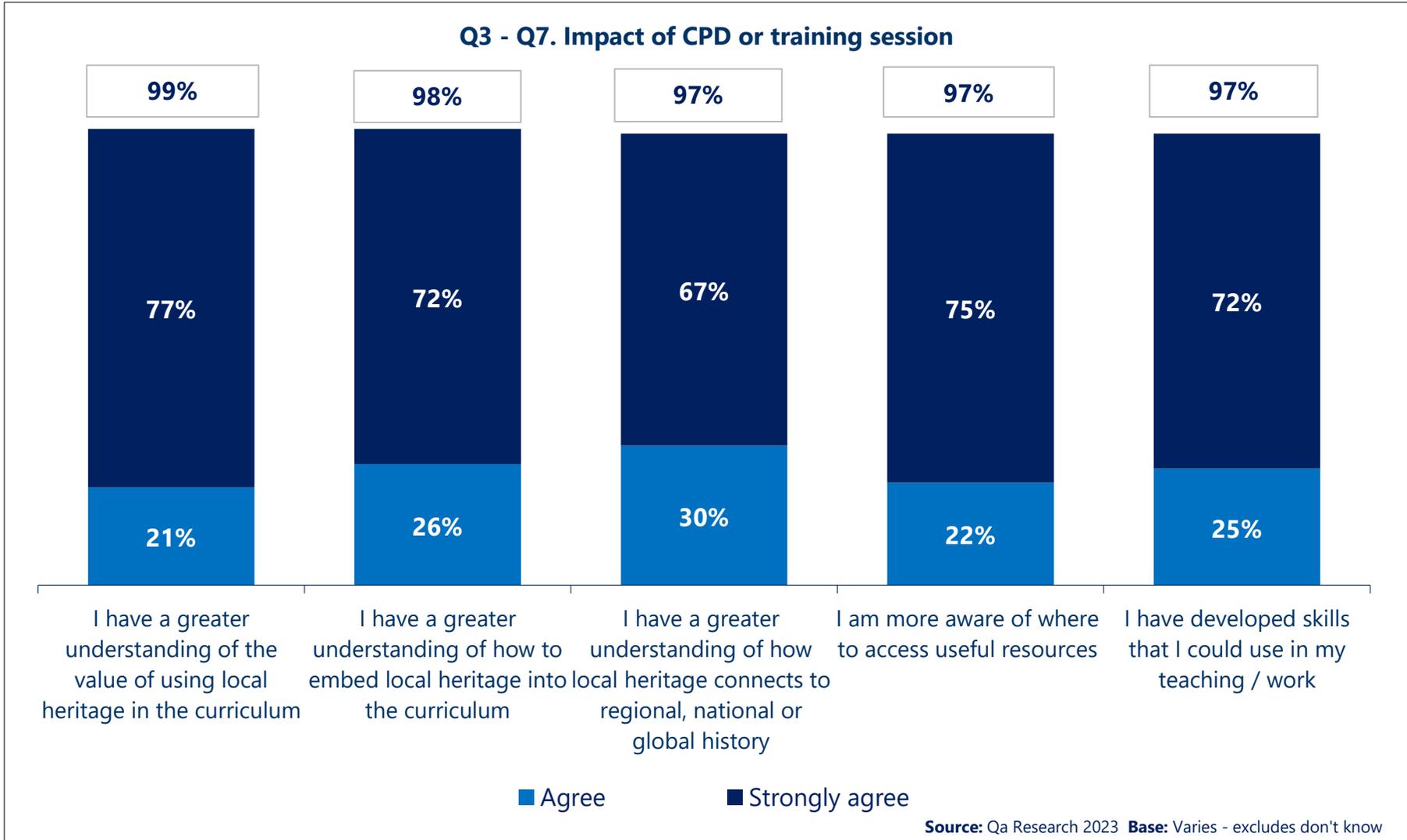
The figure in the white box above each bar is the net agree figure, with the dark blue box showing those who 'strongly agreed' and the lighter blue one, those who 'agreed' with the statement.

Due to rounding the net total may not be the same as the separate percentages shown.

For all the questions there were more attendees who 'strongly agree' and opted for the highest level of agreement than 'agreed' with each of these statements.

There is very strong agreement over the positive impacts gained from attending a Heritage Schools CPD course or training session.

Considerably more attendees strongly agree with each of the statements (i.e. the highest rating) than just agree with them.



The agreement levels about the skills developed as a result of attending a Heritage Schools CPD training session have remained extremely high over the last five academic years.

Skills or knowledge acquired from CPD training	2022 /23	2021 /22	2020 /21	2019 /20	2018 /19	2017 /18	2016 /17	2015 /16
I have a greater understanding of the value of using local heritage in the curriculum	99%	98%	98%	96%	97%	97%	98%	97%
I have a greater understanding of how to embed local heritage into the curriculum	98%	97%	96%	95%	96%	95%	96%	96%
I have a greater understanding of how local heritage connects to regional, national or global history ³	97%	95%	94%	94%	93%	93%	92%	90%
I am more aware of where to access useful resources ⁴	97%	94%	96%	95%	93%	95%	97%	95%
I have developed skills that I will use in my teaching / work	97%	96%	95%	94%	94%	93%	94%	92%

³ The wording of this option changed in 2019-20 – previously it read *I have a greater understanding of how local heritage connects to the national story*

⁴ The wording of this option changed in 2019-20 – previously it read *I have an increased awareness of & access to useful resources*

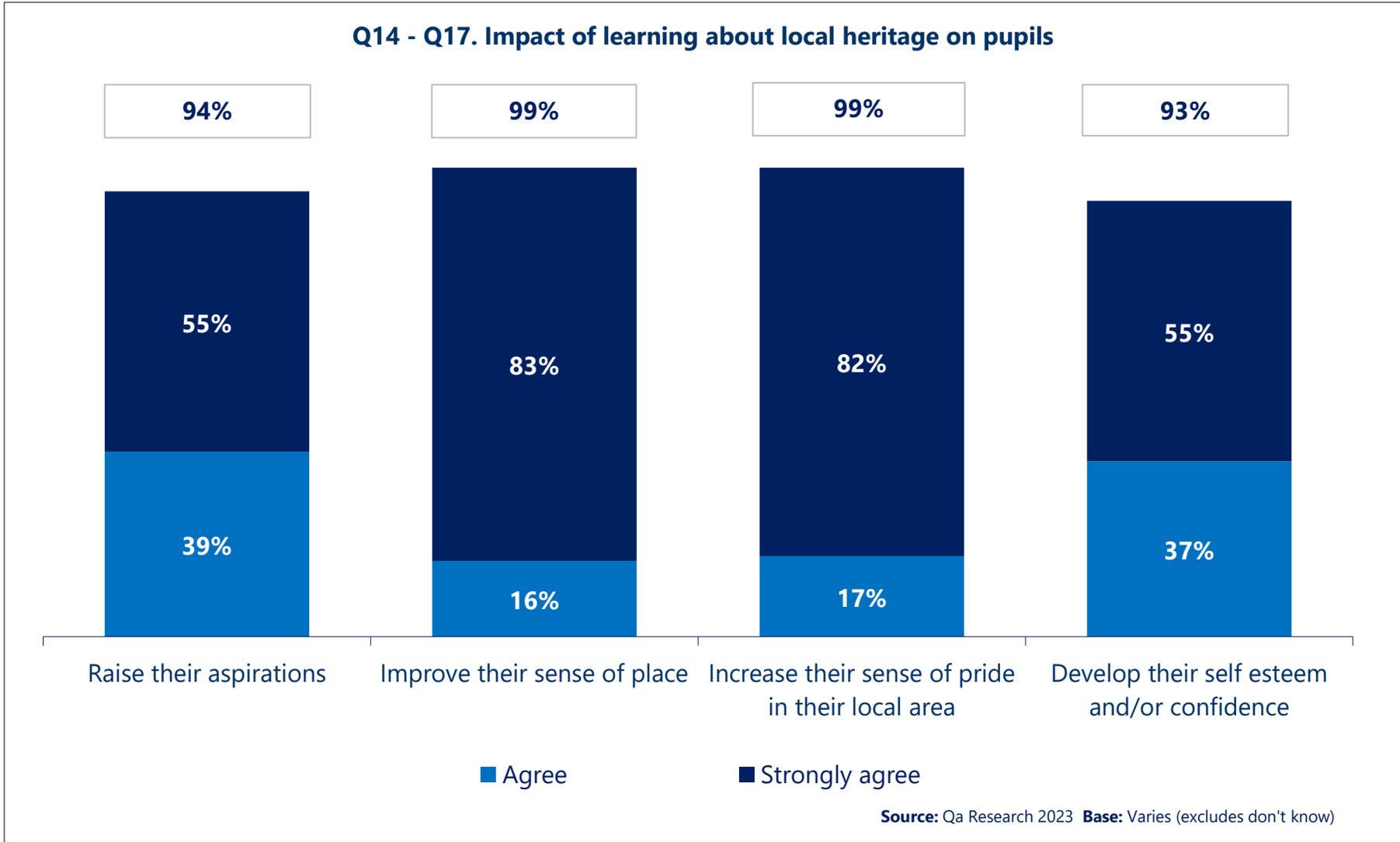
6.3 Impact on pupils of learning about local heritage

All respondents were asked to rate their opinion about the impact on pupils from learning about their local heritage.

The figures for those who gave 'don't know' as an answer or left the answer blank have been excluded from the calculations, so the findings shown are only from those who gave a definite answer.

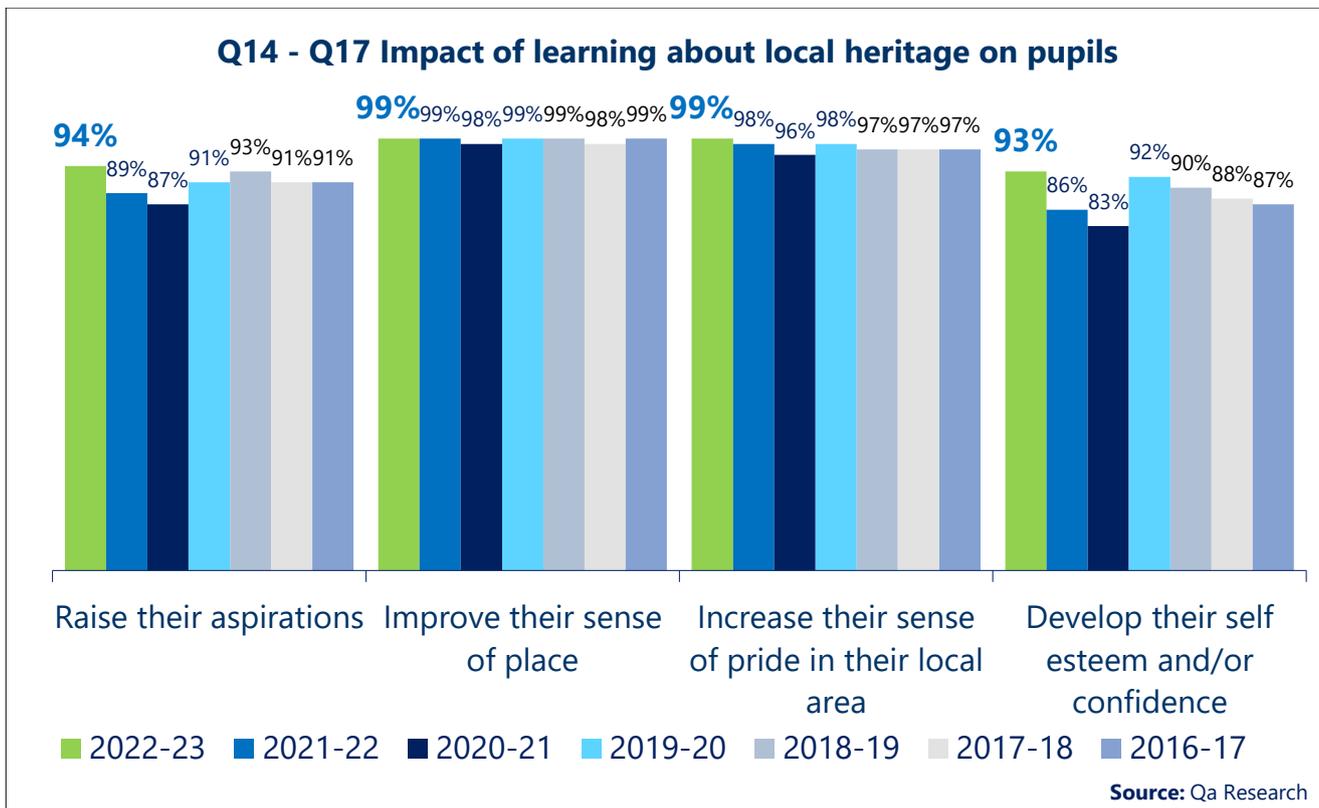
Given the high levels of agreement, the chart overleaf only shows the proportion of respondents who agreed with the statements.

The figure in the white box above each bar is the net agree figure, with the dark blue box showing those who 'strongly agreed' and the lighter blue one, those who 'agreed' with the statement.



Over the last seven years there has consistently been almost universal agreement over the positive impacts learning about local heritage has on pupils.

The findings for the 2022-23 academic year are shown in the green bar, with the larger text size giving the percentage from the most recent survey.

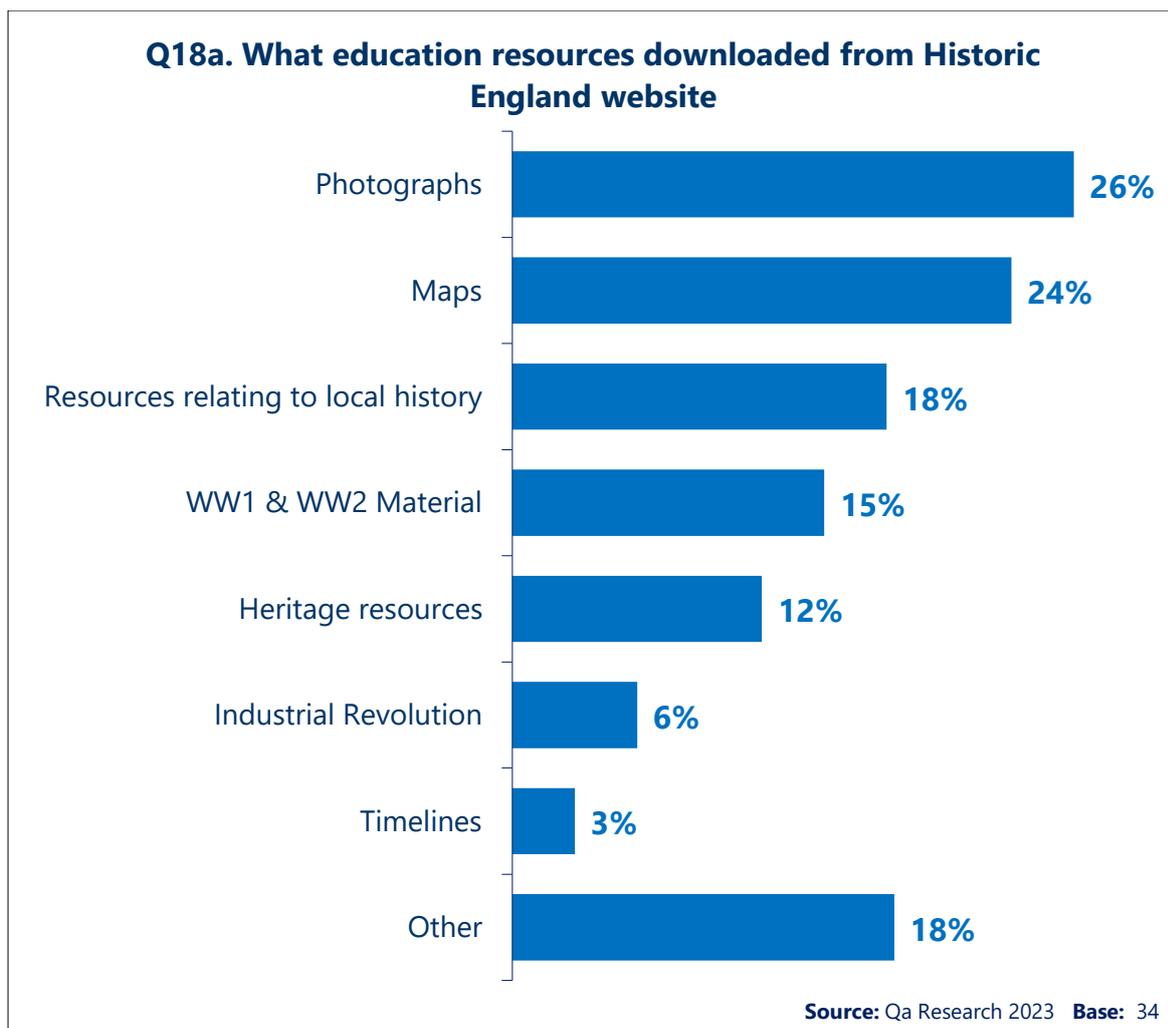


6.4 Downloading and using educational resources

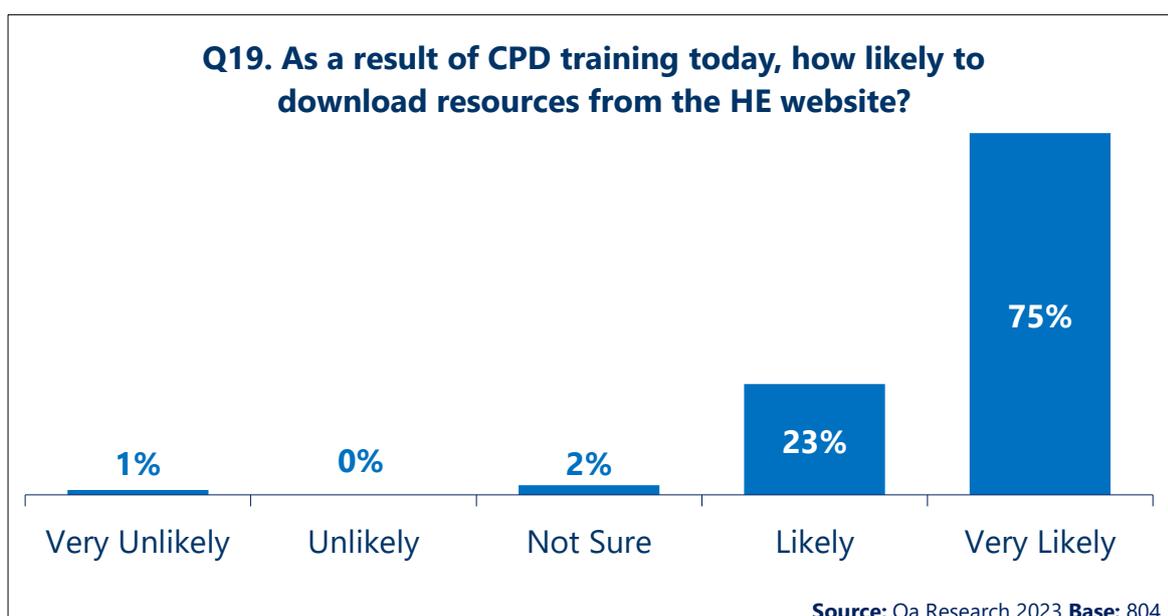
Only 9% of those attending CPD training had ever downloaded education resources from the Historic England website.

This was highest amongst Secondary school teachers (13%) and Key Stage 2 Primary school teachers (13%) and lowest amongst Initial Teacher Training students (1%) and Newly Qualified Teachers (3%).

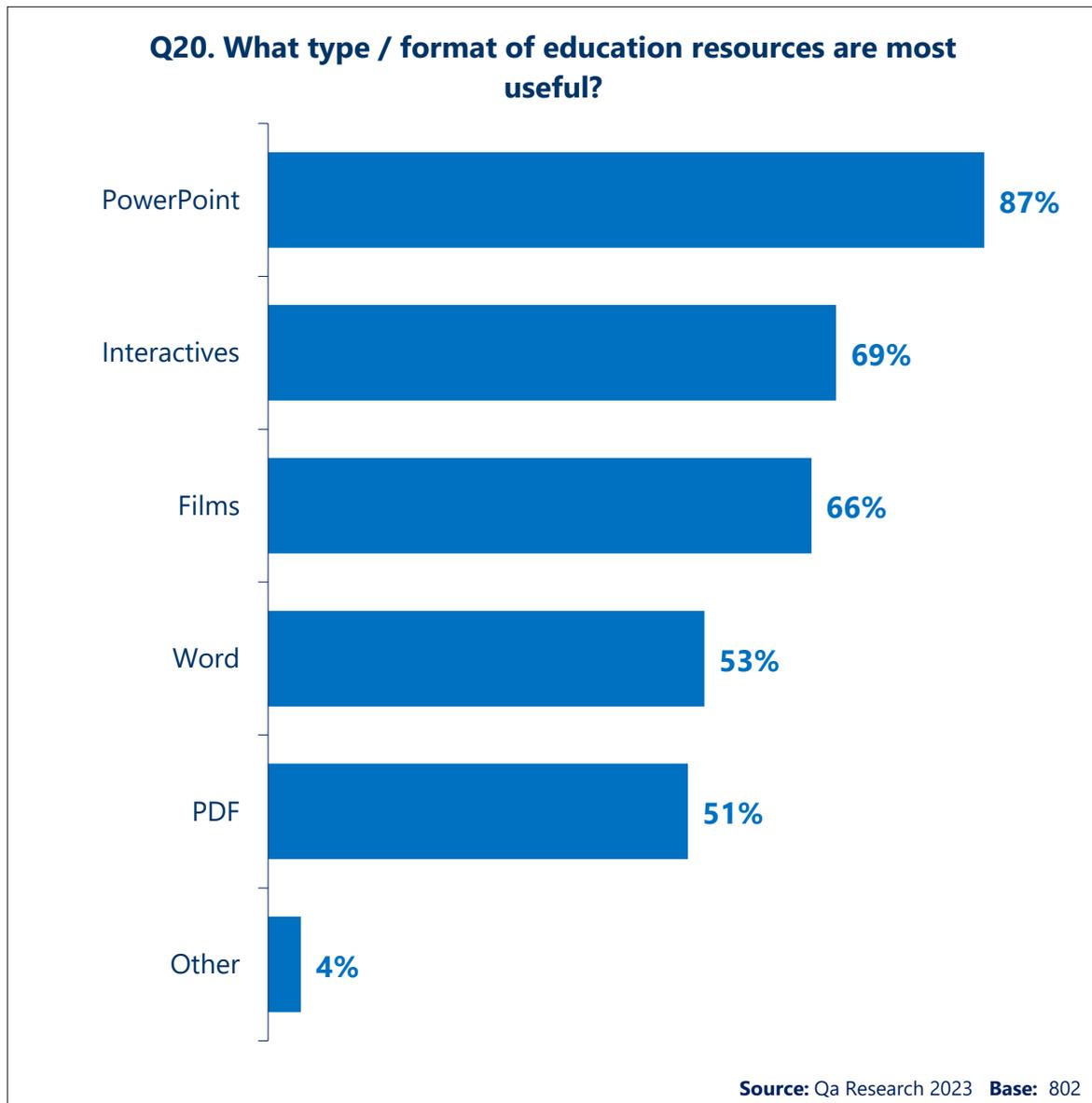
Amongst those who had done so and could remember what they had sourced, the key resources cited that they had downloaded from the Historic England website included:



The CPD training is clearly useful in highlighting and promoting what resources are available to teachers and heritage organisations from Historic England.



The most useful format for education resources are shown in rank order below, but also reflect that teachers are content to have resources in a range of formats. Content, relevance and usability are more likely to be the determining factor, rather than the format it is in.



Although over 20 different websites were mentioned, when preparing lessons, the most popular humanities websites used for resources by teachers are shown in the table below, ranked from most to least cited amongst KS2 teachers.

Humanities websites used for preparing lessons	KS1 teachers	KS2 teachers	Secondary teachers
Historical Association/Historic Society	24%	35%	14%
Twinkl	26%	25%	10%
BBC Teach/BBC Bitesize	20%	16%	19%
Google search/google maps/google	23%	16%	10%
Teaching resources / TES / Hamilton Trust	6%	8%	33%
Keystage History	9%	8%	-
Planbee	1%	6%	-
A range	2%	5%	5%
English Heritage/National Trust	3%	5%	10%
Know Your Place	2%	5%	-
Digimaps	8%	4%	-
Archives/Libraries/Museums	5%	4%	19%
Anything available/free	2%	2%	5%
Cornerstones	4%	2%	-
Grammarsaurus	2%	2%	-
Mr. T	-	2%	-
Geographic Association/National Geographic	1%	2%	-
Youtube	2%	1%	-
Census/Ancestry websites	2%	1%	5%
Other	7%	8%	33%
Base	125	250	21

As for humanities websites used by pupils in the classroom, or for homework, many teachers did not know which ones pupils had used (51% of primary and 28% of secondary teachers gave no answer) but amongst those who gave answers the websites used are shown below, ranked from most to least cited by KS2 teachers.

Humanity websites used by pupils in the classroom or for homework	KS1 teachers	KS2 teachers	Secondary teachers
BBC Bitesize	36%	28%	38%
Google Earth/Images	25%	21%	15%
Digimaps	7%	8%	8%
Historical Association	5%	8%	-
Know Your Place	-	5%	-
Twinkl	8%	4%	-
Ducksters	-	3%	-
Various	2%	3%	-
Planbee	2%	2%	-
Youtube	3%	2%	8%
DK Discovery	-	2%	-
English Heritage	2%	2%	8%
Museums	3%	2%	-
Keystage History	-	2%	-
Primary History	-	2%	-
Purple Mash	2%	2%	-
Britannica	-	1%	8%
Cornerstones	2%	1%	-
National Trust	-	1%	-
National Geography	2%	1%	-
Other	20%	26%	77%
Base	59	126	13

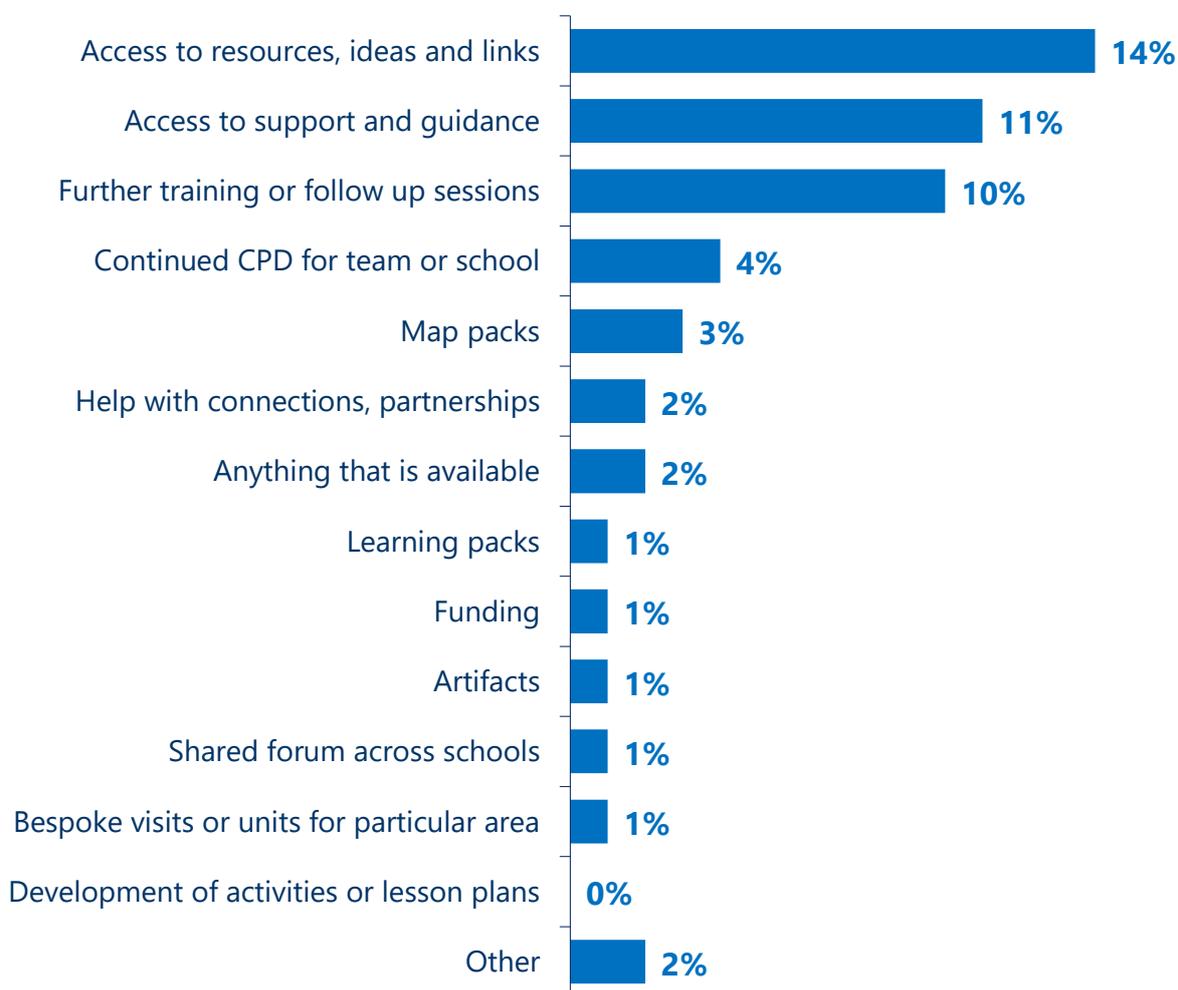
6.5 Any additional support desired

A final question asked what additional support attendees would find helpful from Heritage Schools.

Most had no further suggestions. Amongst those who did their answers have been coded, grouped together and shown in rank order below.

The common theme across the suggestions given is continued support with training, providing resources, guidance and ideas.

Q23. Additional support from Heritage Schools which would be helpful



Source: Qa Research 2023 Base: 618

6.6 Summary of quantitative survey findings

CPD training courses provided by Historic England are accessed by those doing teacher training, those working in Primary schools, those in Secondary schools and heritage providers.

A third of all Primary teachers and slightly higher for those doing their Initial Teacher Training have no formal academic history qualification (i.e. not even a GCSE / O level in history). With a large minority of teachers, especially in the Primary sector having no formal history qualifications, it suggests a need for high quality CPD training in history is required before teachers can deliver high-quality history lessons and projects. The skills, knowledge, reassurance and confidence they acquire from attending the CPD training could be one of the first times, if not the first time, they have had any formal history training.

Whilst retaining existing schools and organisations within the programme, Heritage Schools continues to deliver the majority of the CPD training to schools and organisations that are new to doing Heritage Schools projects. For most teachers who attended a Heritage Schools training session, this is the only history training course they have been on in the last year. Without Heritage Schools most trainee teachers and teachers would not be having any training in teaching history.

There is strong agreement over the positive impacts gained from attending a Heritage Schools CPD course or training session. Attendees universally agree the CPD training provided has had a positive impact on their knowledge and ability to use local heritage in the classroom including how to connect this to national and global history, their awareness of where and how to access useful resources and their development of skills they can use in the classroom. The CPD is both practical and transferable.

There continues to be strong agreement amongst teachers that their pupils learning about local history will have positive impacts on their aspirations, self-esteem, sense of place and sense of pride in where they live; these positive outcomes were further reiterated and reinforced during the qualitative case study interviews.

Attending CPD training has helped expose attendees to the educational resources available for free on the Historic England website, something most were unaware of beforehand.

There is a desire amongst attendees for continued support from Historic England with training, providing resources, guidance and ideas which is a reflection of how well the CPD training is regarded.

7. Key findings - Qualitative case study visits

7.1 Summary of qualitative case study findings

- The case studies highlight a wide variety of Heritage Schools projects, but what they all have in common is that they are underpinned by CPD training, guidance, ideas and resources provided by Historic England's Local Heritage Education Managers.
- Doing a local heritage study and being involved with Heritage Schools has been enjoyable for teachers, pupils and heritage organisations.
- Studying history, using stories, evidence and events taken from local areas that pupils know, helps make the topic considerably more relevant. High quality local history projects have provided relatable subject matter and a vehicle to learn about national and global history from the starting point of something closer to home.
- The projects undertaken either would not have happened without the funding and support, provided by Historic England, or, for classroom-based studies, these could have happened but would be very inferior in scope, ambition or outcomes without the CPD training, resources and guidance from Historic England.
- In addition to developing history skills, projects have incorporated many other curriculum subjects (e.g. Art, English, Drama, Geography, IT), as well as broader skills such as presenting, speaking in public, listening, teamwork, assessing evidence, asking questions, having discussions and debates.
- The common feedback is that support from Heritage Schools has been invaluable in helping teachers and heritage organisations to have the confidence, knowledge and resources to develop engaging programmes of study, which go far beyond what they would have designed and developed without this external support.
- What might often seem like dry and limited topics have, in the hands of teachers following Heritage Schools' CPD training, and through using old photographs, maps, census records, neighbourhood walks and identifying actual people who previously lived in the area, provided a myriad of interesting ways to explore the past in an interesting, meaningful and engaging way.
- The projects have engaged pupils in and with their local heritage, studying places that they previously knew very little about or would just walk past without noticing. It has given them a greater understanding and appreciation of their local history and therefore the opportunity to be proud about the wealth of history and heritage in the area that they live in.

7.2 Qualitative case studies

Case Study: Beckfoot Thornton High School, Bradford

Background

Beckfoot Thornton is a larger than average secondary school with 1,414 pupils on roll. It is part of the Beckfoot Trust, a multi-academy trust.

The school is a secondary comprehensive with Year Groups 7-11 and a sixth form.

The proportion of pupils who are disadvantaged and receive support from the pupil premium is above the national average, with the proportion of pupils with SEND being broadly average⁵.

The Head of History at the school has been involved with Heritage Schools in a variety of ways over the last few years. These have included, attending and contributing to Heritage Schools CPD sessions; joint planning local history topics; embedding Historic England resources in the classroom such as Stories in Stone, a resource which uses buildings in Bradford to tell the story of migration and social change in the city <https://historicengland.org.uk/services-skills/education/teaching-activities/knowning-bradford/> ; trialling newly created resources such as the Bradford trail; working on various local heritage projects such as one which involved co-creating a pupil film about Saltaire, the UNESCO World Heritage site in Bradford.

This case study focusses on the most recent activity facilitated with the help of Historic England and their regional LHEM.

Legacy Leaders of Bradford

Historic England developed a pilot project working in partnership with Beckfoot Thornton School and The Green Wing Youth Leadership Coaching. The project was devised to support and develop young people's leadership qualities using as inspiration, the lives of notable Bradford individuals, both significant historical figures as well as notable living Bradfordians.

Six Year 9 pupils were selected for leadership coaching based on their instinctive, and currently unrecognised leadership potential but who were seen as 'intelligent

⁵ Information taken from the latest Ofsted report (2019)

disruptors'. These pupils were bright but often troublesome and disruptive in the classroom.

"The idea is that these people lead in their action in the classroom, not always positively, but can we funnel that towards better usage of those leadership skills. We don't know where it'll be, it might be in the classroom, if their behaviour improves, it might be outside of school if they get involved in other things" - Teacher

Having completed a coaching phase from The Green Wing Project, the leadership cohort practised their conceptual and reflective learning in a live leadership context. They each then led a group of six Year 7 historians to research a chosen individual and organise a showcase event to celebrate their person's positive leadership legacies within Bradford and their influence from a local, regional, and national perspective.

The purpose was to enable pupils to understand what is meant by leadership, by looking at the different leadership qualities which had contributed to the success of some of Bradford's significant individuals. In doing so pupils were asked to reflect and recognise their own leadership strengths. In so doing they were encouraged to find their own 'authentic voice' to lead and positively influence others.

Four members of teaching staff observed the workshops which took place over the three days, with various aspects of the three days being facilitated by the leadership coaches, the LHEM from Historic England and the Head of History at the school.

The first day involved leadership coaching delivered by outside coaches from The Green Wing project (<https://thegreenwingproject.com>). Here the Year 9s involved identified what a good leader was and the sort of leader they were.



Receiving professional leadership training from the Greenwing Programme

"What was really positive, was that it was not just your stereotypical, chest beating, war style leader or football captain, they had great examples to show

people of the quiet but when they speak, people listen type leaders and the group we picked [for the project] were a real mix" - Teacher

The pupils then spent a day working with their Year 7 group. The leadership coaches mentored them throughout, including taking them aside to discuss, evaluate and reflect on what they were doing and the impact on those in their group. This included thinking about alternative strategies and ways to achieve their desired goals.



Year 9 leading groups of Year 7 pupils, observed by their trainers

The last day involved the Legacy Leaders supporting and leading their groups to present back to a class of Year 7s and various teachers including the Head. They each gave presentations about the significant individual which they had researched, talking about their impact on Bradford, their legacy and what they had learnt about leadership from studying this person.

Significant local leaders included in the presentations were, Titus Salt (industrialist and philanthropist), David Hockney (artist), Emily Bronte (writer) and Zayn Malik (singer).

"The key thing I love as a history teacher is that it is touching on significance. Why do these people matter, growing up in Bradford we see statues of Titus Salt but why does he matter? There were loads of mill owners so why don't we know the names of any others? And that is a really good historical skill to have" - Teacher

Using local rather than nationally significant people who have left a legacy has grounded the project in a tangible reality.

"The legacy leaders have given a grounding point for it all to be around. They've not come away going I want to be like David Hockney, but their overall aspiration and confidence has increased, which is what we want. It's actually knowing or thinking that someone who came and walked in the same areas that I do did well for themselves, made lots of money and [therefore] I can do it" - Teacher

Funding from Heritage Schools enabled the Head of History to be taken off timetable for some of the time during the three days of the in-school leadership training, so he could be directly involved and observe the process. It also helped fund the outside coaches.

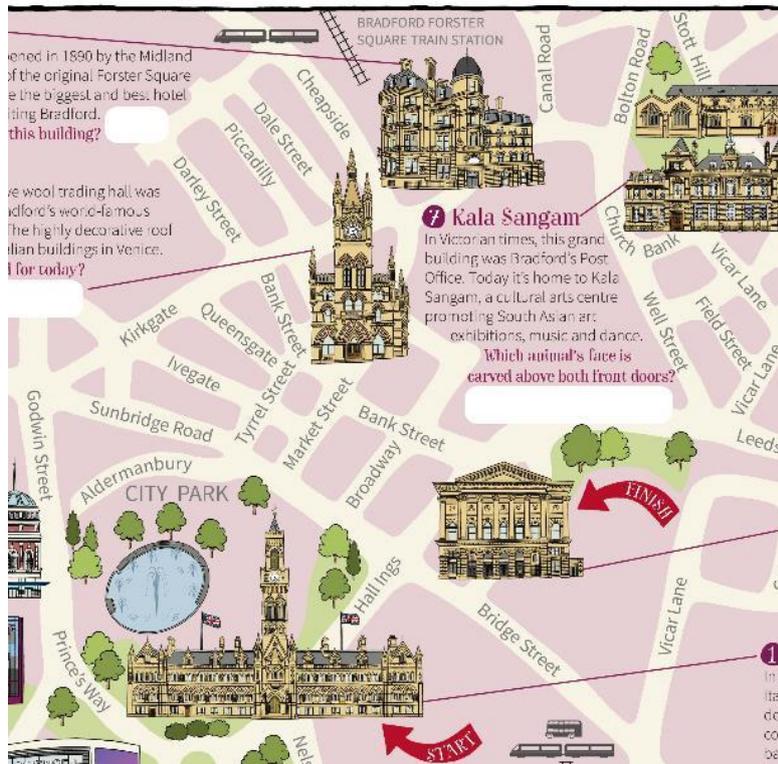
Heritage Schools also provided the additional follow-up elements discussed below for the Legacy Leaders to be involved in, which meant the project has felt like an ongoing continuation rather than a one-off intervention.

There were several follow up opportunities for the Legacy Leaders to use some of their newly acquired skills in a meaningful community and heritage context. For example, they were taken on a visit to Salts Mill and Saltaire to learn more about Titus Salt, one of Bradford's most significant local individuals. Whilst there, they learned about Saltaire Stories who were working with the National Lottery Heritage Fund to find out what people think about Saltaire, and how they can make it more welcoming for visitors. The Legacy Leaders acting as Historic England 'Heritage Ambassadors' were asked to contribute their own views to the Saltaire Heritage Audience Research Project.

"That group have since then gone to Salts Mill, into a board room to have another leadership session to reflect on how that project went ..., give them a bit of responsibility, and they just revel in it" - Teacher

The Legacy Leaders were also asked to act as Historic England 'Heritage Ambassadors' to test run a newly created Bradford City Heritage Trail, designed by Historic England for young people. This involved completing the trail to find out what worked and providing a pupil voice feedback.

Bradford City Heritage Trail



Undertaking the very first tour using the Bradford City Heritage Trail map

Impacts of the Heritage Schools project on the pupils involved

- Those selected as Legacy Leaders were given the opportunity to learn about leadership, take on a project where they have had to lead and motivate a team, and have presented back to a class of younger pupils (Year 7s) on what they have learnt.
- Year 7s, through the presentations, learnt about a wide range of different legacy leaders from Bradford.
- Pupils enjoyed working with outside organisations which increased its value to them and the fact that their work had a 'real life' local context increased their enthusiasm, enjoyment, and real sense of pride in their locality.
- Through the project the leaders have developed skills such as communication, delegation, teamwork, time management and collective responsibility. For most it has changed their thinking and behaviours, in a more positive way.



Four of the pupils involved in the leadership training

- Pupils have been given lots of opportunities throughout their involvement in the project to reflect on their own leadership skills and ambitions in the light of what they then learned about the qualities and achievements of their chosen significant people of Bradford.
- It has provided personal development and transferable leadership skills through the vehicle of studying the lives and legacies of local historical and contemporary people who as significant individuals have made a difference in Bradford and beyond.

"I thought they would be good candidates, but the leadership coaching brought out elements of their personalities and leadership skills which I had not spotted in teaching them" - Teacher

- Identifying and studying local significant individuals as a role model for admired leadership qualities has helped ground the project in a realistic context; if them, why not me?
- All pupils have gained a greater sense of pride in the local heritage of Bradford and how it relates to the national story.
- Those involved have become more ambitious about their own aspirations, as well as the difference they can make to the community they live in. The real legacy of the project is unlikely to be seen until these pupils have left school, become adults and hopefully are actively and positively contributing to their community. However, the expectation is that involvement in the project will have changed their outlooks.

"I think out of six there's definitely three or four who have changed their view of where they would be in their future careers. Now I think they think I could have a team [that I lead] or my own company, or I could be the owner of my own business and manage others. That's the aspect that the leadership element has opened up to them. I almost feel like we're equipping them for the future. It's the idea that they're going to make a difference, and probably in Bradford, probably most of them won't move, but they'll make a difference" - Teacher

Summary

The project has provided a model to develop leadership skills through looking at local significant individuals, many of whom the pupils knew little about beforehand. The school intends not just to continue working with those involved in Year 9 as they go up the school, giving them other leadership opportunities, but to repeat the project with the next cohort of Year 9 students.

Pupils' knowledge of Bradford's people of significance-which was initially low-has grown as a result of the project; amongst both those who took part from Year 9 and Year 7.

Local history and finding out about significant people who have lived in Bradford has provided relatable subject matter and a vehicle to learn about and develop leadership skills.

Case Study: The Churches Conservation Trust and Brooklands Farm Primary School, Broughton, Milton Keynes

Heritage Schools and the Churches Conservation Trust

The partnership between Heritage Schools and the Churches Conservation Trust is an effective way to engage more schools and communities with heritage learning. Since the Heritage Schools Programme began in 2012, the Churches Conservation Trust (CCT) has been a partner and Heritage Schools has funded 50% of the CCT's schools' programme. The CCT cares for around 350 historic churches in England which are no longer used for regular worship, and they work with local people to keep the churches available as vibrant parts of the community, and to use them as a learning resource for schools⁶.

"Our vision is for historic churches to be enjoyed by everyone as places of heritage, culture, spirituality and beauty and for the significant contribution they make to communities, society and the economy" - Churches Conservation Trust



Pupils find out about St Lawrence, Broughton with the Heritage Learning Officer © CCT

⁶ <https://www.visitchurches.org.uk/what-we-do/learning/schools.html>

The CCT has three Heritage Learning Officers who are each responsible for around 120 churches across England. Because each Heritage Learning Officer covers such a large geographical area, they cannot work directly with schools with all the churches, so they identify churches which have Primary schools within walking distance, with a particular focus on schools which are in less-advantaged areas. The Heritage Learning Officers provide workshops in the churches or in school, which are free of charge thanks to the Heritage Schools funding. The CCT also provides a range of online resources, based on some of the churches in its care, which teachers can use themselves in the classroom or in addition to visiting a local church. In some cases, the Heritage Learning Officers also work with the families of children who attend the school.

“The advantage of offering free workshops is incredible. They can walk to the local church, and two or three classes can visit in the course of a day. They can feel a connection and sense of ownership of their local history. We want to encourage schools to visit by themselves, as they can arrange access with the key holder” - Heritage Learning Officer

During the academic year 2022/23, the CCT worked with 26 schools across the country. Since the covid pandemic, the CCT has found (as have many other heritage organisations) that fewer schools are making visits to heritage venues as they endeavour to catch up from the pandemic disruption. Before the pandemic, CCT worked with around 50 schools each year. The CCT’s online resources are available to all schools, whether or not the Heritage Learning Officers work directly with them.

Background to Brooklands Farm Primary School

Brooklands Farm Primary School has two campuses in Brooklands, Milton Keynes, and has around 1,200 pupils. Around the small, historic village of Broughton, where St Lawrence’s Church is located, there has been a huge amount of new house building in the last 10 years. As Brooklands is such a new community, its residents have come from elsewhere in Britain and from many other countries to work and live in Milton Keynes.

The school has welcomed many people from around the world. The school has found that as a result of global situations, families move to the new community and so over time, the school has welcomed several families who are asylum seekers or refugees. The school is proud of its diversity and believes that welcoming pupils from all over the world is an enriching experience for everyone. Over 50 languages are spoken in the school, over 60% of the pupils are bi-lingual and 9.6% of pupils are eligible for pupil premium.

The teacher who is currently involved with the CCT project is the History lead and the Equality and Diversity lead which includes helping new families settle into the local

community as easily as possible. One of the ways to achieve this is the Wednesday Walks with parents, when they walk with the teacher to different community venues such as the library, community centre and St Lawrence's church so they can familiarise themselves with local places.

Brooklands Farm's involvement with Heritage Schools

The Heritage Learning Officer first made contact with Brooklands Farm Primary in November 2019, and the first group of pupils visited St Lawrence's Church in January 2020. The pupils found out about the history of the church, what identifies it as a Christian place of worship, and what features are likely to be found in a typical parish church. St Lawrence's is notable for its medieval wall paintings, including one of St George and the dragon.

During the covid pandemic lockdown, the Heritage Learning Officer created an online learning resource based on the medieval wall paintings in St Lawrence's which had already been made into a 360° tour by Google Arts & Culture: <https://artsandculture.google.com/streetview/st-lawrence-s-church-broughton-various/8AF483JLiuJjoA> which the school has used.

Following the disruptions of the covid pandemic, in-person visits resumed in January 2022 when all six Year 6 classes (from each of the school campuses) visited the church to do workshops with the Heritage Learning Officer, and in the summer term eight Year 4 and Year 5 classes visited. They learned about the church's role in society at the time when it was built in the 14th century.

Feedback from the teachers about the visits to the church described what they had liked about the visit, and how it had helped the pupils increase their knowledge and understanding of the local area:

"Practical things for the children to do and feel. There was a great focus on the surrounding area and how it has changed" - Teacher feedback form

"By physically including the children in activities. It was very different to anything we have done at school and the children learned a lot" - Teacher feedback form

The Heritage Learning Officer visited all the Year 6 classes at school in January 2022 and 2023 for "Changing Places" workshops. They used historic maps and aerial photographs, centred on St Lawrence's Church, to find out how Broughton and Milton Keynes have changed over time and to compare the town with settlements in other countries. The maps and photographs were provided by Heritage Schools. They discovered the area around Broughton had changed very little until the M1 was built (opened in 1958) and Milton Keynes New Town was developed from the late 1960s.

“The archive maps are amazing – the historic church is at the centre and it’s very obvious that this is the one thing which has stayed constant at the heart of the community” - Heritage Learning Officer



Family holiday activity: making and playing Three Men’s Morris © CCT

During the summer holidays and October half term in 2022, the Heritage Learning Officer organised two days of drop-in activities for the Brooklands pupils and their parents at St Lawrence’s, including historic games such as Three Men’s Morris, dressing up in medieval clothes, and crafts. The sessions were attended by children and their parents and was an opportunity for the families to find out more about the church’s heritage in an informal setting. The CCT has made this video about the families’ activities at St Lawrence: <https://youtu.be/2LQ9r9SX5bg?si=c7yXUdT9hmGIIT>

The Heritage Learning Officer organised a Christmas wreath-making workshop for the parents, to explore the church and Christmas traditions and discover the symbolism of holly, ivy and yew which grows in the churchyard. Several of the participants had recently moved to Britain and they enjoyed finding out more about Christmas and how it is celebrated here.

All these visits to the church are made with the help of the Friends of St Lawrence, who open the church and support the delivery of the workshops. The Friends do not have sufficient capacity to run workshops themselves, but are keen that Brooklands Primary continues to visit the church and the teachers can lead their own activities.



Parents made Christmas wreaths © CCT

The CCT has produced a video of the work with Brooklands Primary and St Lawrence's Church: <https://www.youtube.com/watch?v=SGSaUKBpUE>

Impacts on pupils

The teacher said that visiting the church and using the historic maps and aerial photographs has given the pupils an immediate sense of the history of where they live, and increased their understanding of and pride in Brooklands. It has given them more of a sense of belonging; because it is such a new and large community, hardly any of the pupils have grandparents who grew up in this wider area, so this project has helped to give them a connection to the past. The teacher said that the Year 6 pupils were used to seeing aerial photographs from using Google Earth, but holding the historic aerial photographs made their eyes light up as they were holding history in their hands. Using the aerial photographs and historic maps enabled them to see exactly how the area had changed over time from a small village to a very large New Town.



*Using the bespoke maps provided by Heritage Schools
(© Brooklands Farm Primary School)*

Because the pupils can visit the church often, it gives them a sense of ownership and an understanding of the importance of historic buildings. In addition to the CCT workshops, some of the younger year groups visit the church as part of the school's "Know Your Village" walks where they find out about the church and other historic buildings in the village such as the old school.

"The children learn about the church from an early age, and the value and importance of looking after it. The Friends of St Lawrence are older people; if we invest in children at a young age, they will become the supporters of the future"
- Heritage Learning Officer

The teacher commented on the Year 1 pupils' responses to the church:

"The Year 1s loved being in the church and seeing the wall paintings. You could tell the sense of awe from the expressions on their faces. Also the feel of the stone was so completely different to their modern school and homes" - Teacher

One of the Friends of St Lawrence agreed with the importance of introducing children to the heritage of where they live:

"There's so much history going on here in Milton Keynes – people think it's a new-build and there's not, but it's all going on under the surface and the children got a glimpse of it. Perhaps they will be our future historians. As dramatic as that may seem, it's got to start somewhere, hasn't it?" - Friend of St Lawrence

Impacts on teachers and the school as a whole

Following the first visit by pupils to the church in 2020, the Head Teacher considered it vital that the link with CCT was maintained because of the benefits which both the pupils and the parents gained from learning more about the history of Broughton and the church's role in the community, and thus gaining an increased sense of belonging to, and pride in, the area.

The teacher commented that using the Heritage Schools maps and photographs, and having made visits to the church with the Heritage Learning Officer, has opened all the teachers' eyes to different ways to teach History and Geography.

The school is currently developing its RE curriculum, across all the year groups, which will involve visits to the church. The teacher said that she and her colleagues are now confident to make their own self-led visits there. St Lawrence's Church is cared for on a day-to-day basis by the volunteer Friends of St Lawrence, and the school can arrange with the Friends to visit the church.

Impacts on families and the local community

The walks to the church for new parents which the teacher has developed as a result of the work with the CCT has enabled new families to settle into Brooklands more easily and helped them to understand more about the heritage of the area and British traditions. The teacher described the walk to the church which she leads for the parents, very many of whom are from other countries:

"We walk from school through modern housing and then we turn the corner and see the old village, the red phone box and the church. It's quintessentially English – there was an audible gasp of appreciation. It's an awe-inspiring moment. We enter the church through an ornate arch and people are lost for words, looking around. They really appreciate the heritage of the place and feel the sense of history. It sparks questions and curiosity about British traditions" - Teacher

Because the church is in the village of Broughton and most residents live in the new housing estates around it, some of the parents have lived in the area for some time but were not aware of the church's existence before they went on the walk.

"Not a lot of people know that the church is there, and it's so beautiful inside" - Friend of St Lawrence

Churches can feel somewhat alienating for those not familiar with them, being able to visit, with the support of the Friends of St Lawrence and the teacher, has shown the parents that they can be part of the community which enjoys and cares for the church.



Families find out about St Lawrence, Broughton, with the Heritage Learning Officer © CCT

The holiday activities were also successful for reaching families:

"They were brilliant for reaching the community and giving them a sense of local connection with the area, especially in a community where so many people have come from somewhere else" - Heritage Learning Officer



Some feedback cards from family activities © CCT

Impacts on St Lawrence's Church

One of the Friends of St Lawrence commented on the value of the CCT's work with Brooklands Farm Primary School:

"We like it because the children are seeing the history, they are getting to see this beautiful old church and learning to respect it, and that's the thing, isn't it, and also diversity and all those things and that's why for me I think it's very, very valuable" - Friend of St Lawrence

The CCT's work with Brooklands Farm Primary has made a strong connection between the church and the school. Although the Friends of St Lawrence do not have the capacity to deliver workshops as the Heritage Learning Officer has done, they are very keen to welcome the school into the church and they can offer talks and worksheets in addition to teachers leading their own visits. The Heritage Learning Officer had made contact with two other local schools who now visit St Lawrence's from time to time, although they have not had so much involvement as Brooklands Farm Primary.

The Friends of St Lawrence hold occasional events in the church and bat walks for all the local community to raise money for CCT to maintain the church. Occasional services are held at the church (a carol service and Remembrance service, for example). As some of the parents have been introduced to the church through the school activities organised by CCT, it has encouraged them to attend these events. The Friends hope that in due course some of the parents will join the Friends. At present, the Friends are all of retirement age and they would welcome younger members.

Summary

"It's been absolutely fantastic. It has enriched our curriculum, and there have been so many other positives which we didn't anticipate, including the stronger links with the community" - Teacher

The CCT's work with Brooklands Farm Primary School and St Lawrence's Church has brought benefits to the pupils, the teachers, the families and the church.

The pupils have learned about the history and development of where they live, using Heritage Schools' historic maps and aerial photos, and supported by the CCT's Heritage Learning Officer. They have found out about St Lawrence's Church, its history and its current role in the community, as a historic building and as a place of worship. The teacher considers that this has helped to increase their pride in where they live.

Working with the Heritage Learning Officer, visiting the church and using the historic maps and aerial photographs has given the teachers new ways to teach History and

Geography. The school's RE curriculum is being revised to include using the church and other CCT resources. The teachers are now confident enough to continue visiting St Lawrence with the support of the Friends, even if the Heritage Learning Officer is not available to lead workshops.

Parents who took part in the walks and other events said that they enjoyed visiting the church, finding out about its history and the history of Broughton, and discovering more about British traditions. It has helped them feel more settled in the area.

The church has benefitted from the contacts which the Heritage Learning Officer has made with local schools, particularly Brooklands Farm Primary School. The church is used more often for learning activities and family events, and more parents attend events now that they are familiar with the church. The Friends of St Lawrence are keen to continue the relationship with Brooklands Farm Primary School and open the church for the school to visit. Even if the Heritage Learning Officer is unavailable to deliver workshops, teachers can organise their own visits with the support of the Friends.

Case Study: Crestwood Park Primary School, Kingswinford, West Midlands

Background

Crestwood Park Primary School is a small school, with one class per year group. There are 213 pupils on roll, starting at Reception and going up to Year 6.

It was rated as Good by Ofsted when it was last inspected (November 2022).

As stated on their website, 'we encourage our children to be proud of their heritage and surroundings so that they leave Crestwood Park with a deep knowledge and understanding of the area they live in and have the confidence and inspiration to go into the world and flourish'.

This is the second year that the pupils have undertaken a large, term long local heritage study, with each Year Group investigating a different aspect of their local area.

With such a wealth of heritage and history in the local area, which has had a major national contribution, there is a desire for pupils to know and appreciate this.

"If you go on holiday and you say you are from the Black Country, you want to be able to say that with pride and to know what the Black Country is famous for. That's kind of what we were aiming at, because we have got such a rich history in our local area that it's a shame if children aren't aware of that" – History Lead

The role of Historic England

The Local Heritage Education Manager [LHEM] provided training on how to undertake a local heritage study, including how to use historic maps (which Historic England supplied).

Teachers have been shown how to use census data, the ancestry website, mapping software and how to get pupils to use these tools to investigate people who used to live in the local area. Different classes have looked at individuals from the past who lived on Bromley Lane, the road that the school is on and a location that they all know. This has provided a good way into studying and understanding the past.

"From that first CPD session we had, it became clear that there were some key themes for our area. Bromley Lane is the main road [outside the school]; with the knowledge the CPD gave us I went through the census to pinpoint local people who had lived on Bromley Lane so in Key Stage 2 they got a person that links to the area of industry they were studying [e.g. coal mines, canals, factories]. The children can compare their current life to what it would have been like then and

the amount of people in the house and that kind of thing from the census. So Martin [the LHEM] gave us a springboard, I suppose” – History Lead

“He [LHEM] showed us how to use Ancestry which is a bit of a minefield. He did a whole school training for that and went through it step by step. Without that I wouldn't know how to access any of it. It is pointing you in the right direction to collect the information because otherwise I'd be at it for hours” – Teacher

Each teacher then worked with the LHEM to discuss and develop their schemes of work. Teachers have used the LHEM as a resource and a sounding board to develop their ideas. Teachers mentioned feeling supported throughout which has given them confidence to use local heritage as a vehicle to teach not just History but to weave in other subjects including English, Art, Geography, IT and Music.

“[After the CPD training] he [LHEM] has also done two days with us, where he provided a clinic for teachers, they've gone in with their aspects and he's been able to say 'have you thought about looking at this', or 'this resource would be really useful for that'. He did that for every member of staff” - History Lead

Support from Heritage Schools has been invaluable to helping teachers have the confidence, knowledge and resources to develop a whole term's worth of bespoke and exciting lessons.

“I think that the thing with Heritage Schools is there's a constant support there. I don't think this study would be what it is and I don't think the staff would feel as confident teaching it without the input from Historic England, that has been a massive thing. I think, before people would have felt like they were fumbling around for bits, whereas now you're not. It's not like they do everything for you but they facilitate things for you, they can point you in the right direction but then it's still yours and you still have got ownership of it. It's just really helpful to know that there's somebody there with that support and to have that quality assurance of what you are doing and to say, you're on the right lines” – History Lead

“Having the access to those maps and how to use them, that's really helped. And I suppose it is his [LHEM] bank of knowledge, he was the one who told me about the Portland vase [story⁷] and how to engage the children. Although you make up your own resources and plans, you get a lot of ideas from Martin [the LHEM]

⁷ <https://www.dudley.gov.uk/things-to-do/museums/red-house-glass-cone/red-house-history/>

and I think that really helps because he's very knowledgeable about the local area" – Teacher

Putting heritage at the centre of the curriculum

Pupils studied local heritage for a term, culminating in an intensive heritage week in the summer term, bringing all their work together.

The curriculum is designed so pupils' knowledge of their local heritage, along with the history skills they develop is built on each year as they progress through the school:

- Reception focus on the school and how school life has changed over time
- Year 1 study the local glass industry, the Red House Glass Cone building and its significance to the local area
- Year 2 look at farming that used to take place where the school now is
- Year 3 look at the local Brickworks during the Industrial Revolution through exploring the lives of some of the workers who lived on the same road the school is on
- Year 4 focus is on the local Ironworks and what life was like for those who worked there and lived on the same road the school is now on
- Year 5 study collieries and what it was like, especially for children, to work in the local coal mines
- Year 6 investigate the role canals and railways had in the local area.

Each class studies a different aspect of their local heritage, with the idea that by the time pupils have gone through the school they will have gained a considerable amount of local heritage knowledge, along with lots of historical and investigative skills.

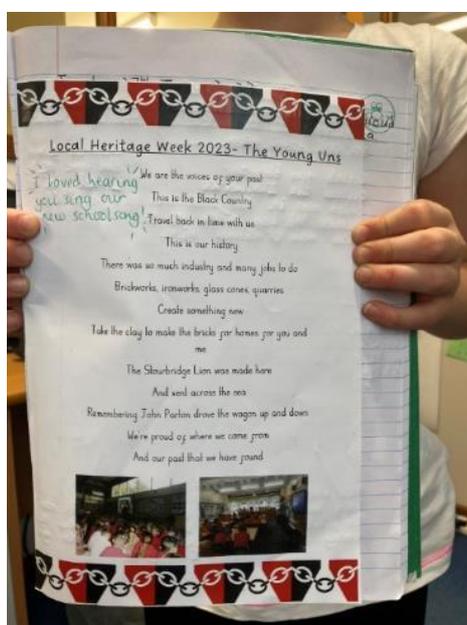
"As they go through the school they're learning about different aspects of their local heritage each year. So it's providing each piece in the puzzle which comes together, so they've got that full, rounded picture by the time that they leave us"
- History Lead

At the end of the term of study each class was involved in an intensive heritage week. The week started with a visit by 'The Young'uns', a folk duo who worked with the pupils to write a song about their local heritage and ended with an exhibition in the school hall of the local heritage work each class had been doing.

The connection with 'The Young'uns' only came about after the history lead at the school saw them perform with pupils at another local Heritage School. Being involved in the Heritage Schools programme provides exposure to what other schools are doing and ways to help bring heritage to life. The involvement of this musical duo provided an impactful and exciting start to the Heritage week.

The Heritage week started off with an assembly, where 'The Young'uns' wrote a quick song using ideas suggested by the pupils. Then they did an hour-long song writing workshop with Year 5 and then Year 6 which took ideas from what they had been learning; there were verses about the local coal mines, canals and factories. At the end of the day this heritage song was performed in an assembly to all pupils and parents, with pupils singing along to the words they had helped create.

"It was really successful. There's been so many positive comments from staff who were overwhelmingly impressed with the way that the workshops were led and the way the pupils were able to really take ownership of it and bring out the children's knowledge of what they know from our local area and put it all together [into a song]" – History Lead



Lyrics of the song co-created with the Young'uns' (along with the Black Country flag)

Also at the start of the week, the LHEM visited the school to conduct a census workshop with parents and grandparents. At the end of the week parents were invited in to see the exhibition of what each class had been studying. The Heritage week provided an opportunity for all the school community to feel involved.

"A lot of our parents came here as children and we've got families where grandparents came here as children. So the connection to this area for most of our families is really strong. So we wanted to be able to pass that sense of belonging and that sense of pride in your local area to the wider school community" – History Lead

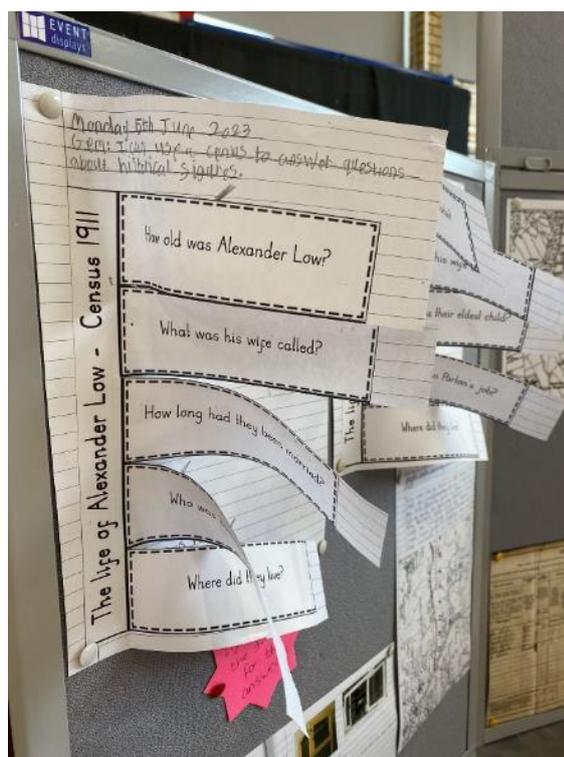
Learning about the heritage in their local area

What might often seem like a dry and limited topic (e.g. the local brick works or iron foundry) has provided a myriad of interesting areas to study and through using old photographs, maps, census records and identifying actual people who previously lived in the area, has helped generate lots of questions and an exploration of the past in an interesting, meaningful and engaging way.

"They're finding local things out which they really enjoy ... and then they retain it as well because they've got that basic knowledge what the area looks like that you're building on" – Teacher

"I think it [a local study] engaged them more, they have been more enthusiastic because of that, and then that helps them retain more and learn more, helps to develop their skills of course with the geography and the history. These are people who lived right here, just 100 years ago, I think they really enjoyed that" – Teacher

"The questions that they've asked have been really thought provoking" – Teacher



Local heritage studies generated lots of questions – across all Year Groups (above are from Reception and Year 2)

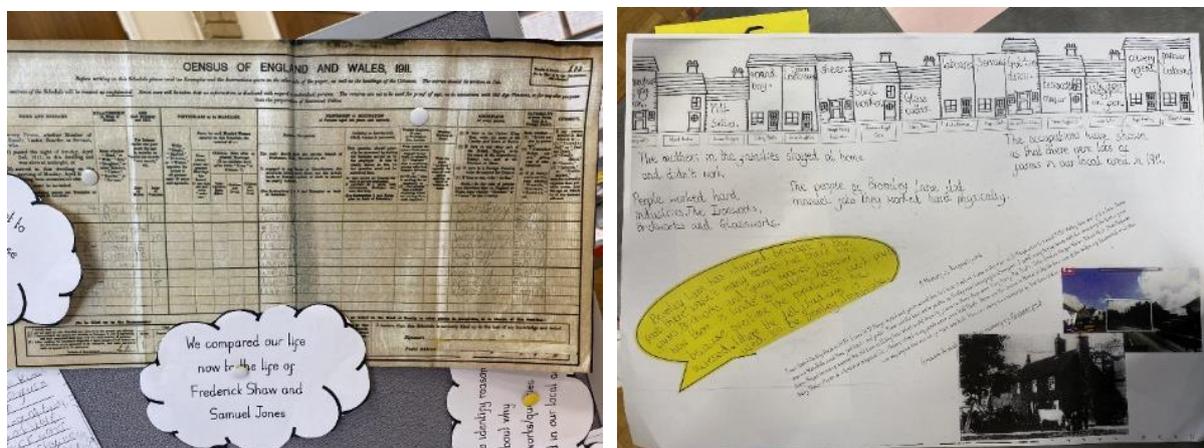
For teachers, using local heritage as a prism to study history is seen as being very relatable for their pupils and therefore makes the topic relevant, real and fascinating. Year groups from Year 2 upwards looked at the lives of actual people from information

they found in the census. The questions pupils have asked, and the hypothesis raised by them reflect this strong level of engagement.

"They were really engaged because they want to know the answers to their own questions. It gives them a purpose for what they're learning and writing" - Teacher

Using census data to investigate 'real' people has helped bring the past to life, providing a useful way in to getting pupils to ask questions, undertake investigations, explore what sort of people lived in the area, what jobs they did and to better understand what the past was like for 'ordinary' people. Without the CPD training from Heritage Schools it is very unlikely teachers would have got their pupils to use first-hand census data.

"They've [pupils] really enjoyed it, particularly looking at the two men who worked at the Brickworks. It brings it to life seeing the spot where their houses were, they could see there was a Brickworks round the corner, same with the quarries, they could see it on a map and see that it was there. It's tangible. We've used lots of different kinds of sources, we've used maps, we've done lots of internet research, we've had all the censuses up. We've learned a lot with the children to be honest" - Teacher



The census details for residents of Bromley Lane, where the school now is, were used by many Year Groups to explore the lives of local people from the past

Impacts of Heritage Schools on pupils

Their knowledge of the local area is built up as they go through the school, along with the historical skills they develop and their sense of pride in where they are from.

"They're building that picture of their local heritage, you can see as well their increasing confidence to talk about their local area and the pride with which they talk about it" – History Lead

The local heritage work has provided opportunities for pupils to develop map skills, learn how to do research, use evidence to support their arguments, along with developing their written and verbal presentation and communication skills.

"As history coordinator, I'm always keen that they're developing those disciplinary skills to actually work as a historian. I think, sometimes it's hard to find the opportunities for them so that they can conduct research and try to find the answers for themselves. Whereas using the census, that I think is true historical inquiry that they can take ownership of themselves" – History Lead

"We focused on writing a letter to one of the historical people we looked at in the census. It's in their English book ... thinking about the question we wanted to ask him" - Teacher

The local heritage studies have incorporated lots of different subjects including geography, English, ICT, art and helped developed lots of different skills including looking at evidence, asking questions, having discussions and debates.

From preparing and producing work for the whole school exhibition, staffing the table displays showing their work, talking to visitors including parents and governors, the project has provided opportunities for pupils to develop confidence and pride in their work. Teachers consider the quality of work produced to be very high.

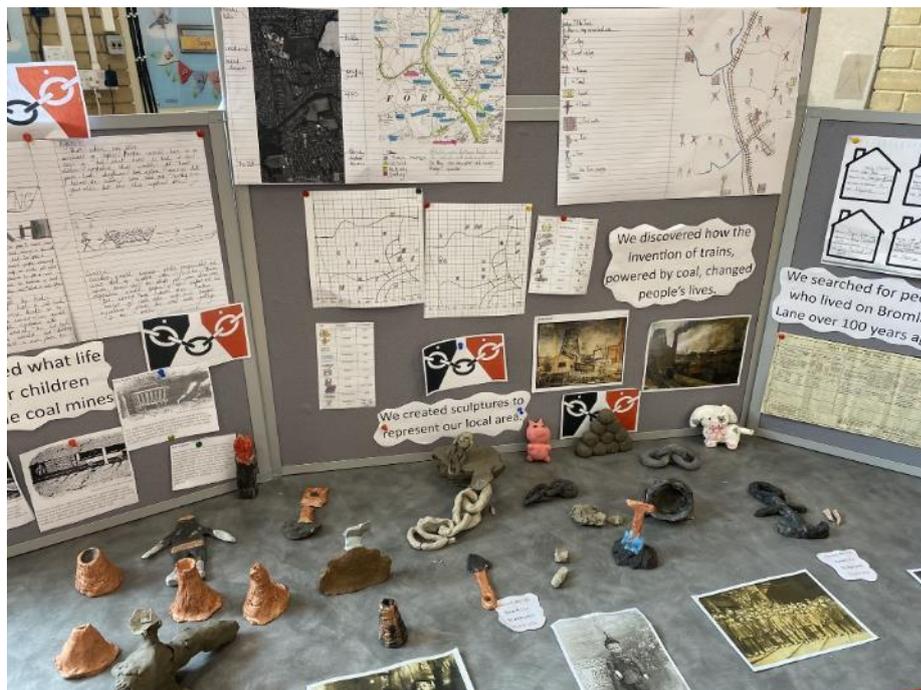
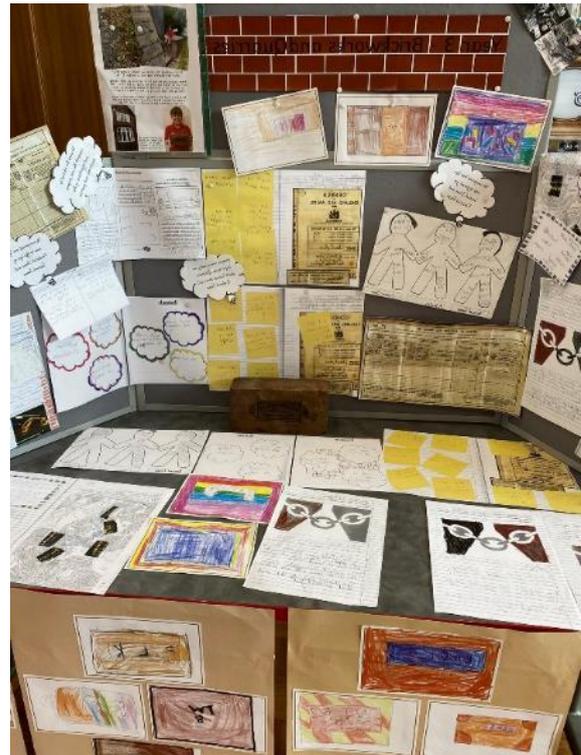
"Because the children enjoy it, they want to produce high quality bits of work ... they have really enjoyed it and I think that shows in the work that they've produced, and that's all you can want as a teacher" – Teacher

Through their studies and appreciating the areas importance in the Industrial Revolution, pupils have also developed knowledge and pride in coming from the Black Country and an appreciation of the general work ethic the area has.

"I think it gives them awareness of where they're from, and having pride about where they do come from" – Teacher

"There's a sense of identity in the Black Country, it's a working class place with the values of hard work and it's good to try it and instil that" – Teacher

"When we do local area history, they should be proud of their area, 100 years ago we were producing important products and transporting them around the world. I want them to have pride in their area and know that the Black Country was important. I think that they have taken that on board. I hope that they'll pass this information down to their families and be proud of where they've come from and what's been achieved here" - Teacher



Exhibition displays from Year 1, Year 3 and Year 5

The census workshop for parents and the pupils' exhibition which parents were invited to attend has provided opportunities for families to feel they are learning together, and for pupils to talk to parents about what they have learnt.

"I think it [local heritage] is nice because it prompts conversations at home, it's relatable, we look at people who lived on Bromley Lane [in the past], some of the children live just a few doors down from them, some families have similar last names so I think they find it quite exciting. It just makes history relevant. They become the experts and tell the parents, did you know about this or that" - Teacher

Without LHEMs uncovering and passing on local heritage stories (like Glass Cone and the Portland vase), it is unlikely that teachers and therefore their pupils would hear such local tales. The LHEMs help save local stories which may otherwise be lost.

Summary

Doing a local heritage study and being involved with Heritage Schools has been enjoyable for teachers and pupils.

The CPD training, resources and assistance provided by Heritage Schools created the foundations for teachers to develop an exciting and engaging programme of study, which went far beyond what they would have designed and delivered without this external support.

It is clear how engaged teachers have become with undertaking a local heritage study, having now done this for two years. There has been more than enough information to provide interesting content for a term worth of investigations. All the teachers are already relishing doing a local heritage project again next year.

Case Study: Our Past Your Future, Eastlea Primary School, Cramlington, Northumberland

Background to Our Past, Your Future

Our Past, Your Future was a three-year partnership project (2020/21 – 2022/23) run by Museums Northumberland, with Heritage Schools and NUSTEM as partners. This was to ensure that the heritage aspect of the project was as strong as the STEM aspect. NUSTEM⁸ is based at Northumbria University and works with Primary and Secondary schools to encourage pupils' interest in STEM (Science, Technology, Engineering, Maths) subjects and consider STEM careers. Our Past, Your Future (OPYF) involved 15 Primary schools in Newcastle, North Tyneside and Northumberland and aimed to:

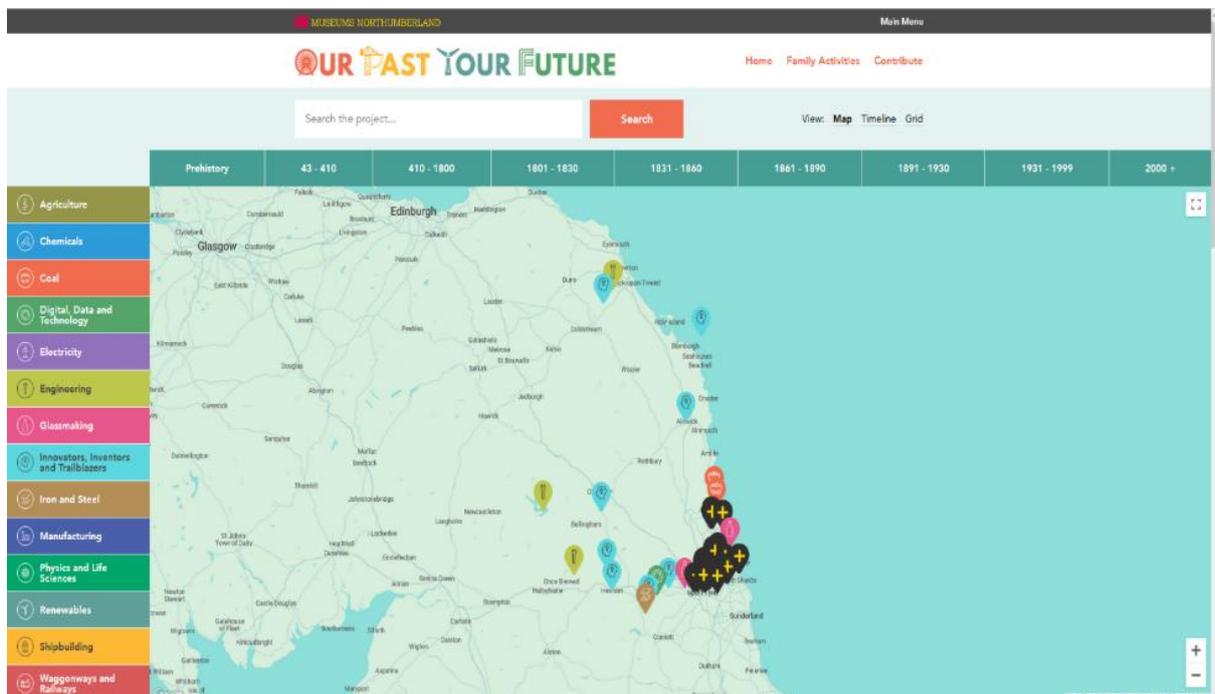
- Change attitudes and break down stereotypical ideas around STEM by working with young people and their key influencers including their teachers and families
- Create an increased awareness amongst the pupils of their local STEM heritage and instil a sense of pride in their local area
- Broaden the pupils' awareness of the vast range of STEM careers available in Newcastle, North Tyneside and Northumberland

The project was funded by the North of Tyne Combined Authority (NTCA). Heritage Schools provided a significant in-kind contribution by delivering CPD sessions for teachers in how to use historic sources, and the Local Heritage Education Manager (LHEM) carried out research into people and places in the North of Tyne associated with STEM developments. Heritage Schools also provided a bespoke set of historic maps and aerial photographs for each participating school, covering the area around each school.

The Heritage Schools Local Heritage Education Manager (LHEM) and the TCA Digital Heritage Outreach Officer delivered two online CPD sessions to each participating school, and researched people and places in the North of Tyne associated with STEM developments. The Outreach Officer created an interactive map <https://museumsnorthumberland.org.uk/project/our-past-your-future/> showing where these people and places are located. The participating schools can upload additional information about the people and places to the map. OPYF schools which upload information to the map receive the Heritage Schools Award. A teachers' toolkit

⁸ <https://nustem.uk/>

(downloadable from the website above) has been created with examples of project work which the schools have done and some Heritage Schools resources, and it includes a case study of Eastlea Primary School's work.



Screenshot of Our Past, Your Future interactive map

A teacher from one of the participating schools, quoted in the toolkit, said:

"It is vital that children understand the heritage of the area in which they live, they need to have an understanding of what their area was like in the past and how that has led to the way it is now. It is inspiring to find out about past achievements of people like themselves who lived in the area" - Teacher

Another participating school said that the CPD training had encouraged them to completely change their curriculum so that local history was threaded through all subjects. Making local connections enables pupils to relate to topics more easily and makes them easier to understand. Following this, the school had an OFSTED inspection with a deep dive into History, and the inspectors commended the new localised curriculum.

Woodhorn Museum (at the former Woodhorn Colliery) provided STEM workshops for schools at the museum and for families at the schools, and loan boxes. They will run a week-long event during the 2023 summer holidays which pupils can apply to attend. The Eastlea teachers commented that this is attracting pupils who would not attend a sports-based summer camp; the majority of summer holiday activities available in Cramlington are sports-based.



Aerodynamics family workshop at Eastlea Primary School

NUSTEM provided online training for the teachers about unconscious bias in STEM – challenging stereotypes about what sort of people might or might not work in STEM. NUSTEM also provided resources including “STEM Person of the Week” which highlighted present-day local people who work in a range of science and engineering roles, and looked at the qualities which people need to do those jobs (for example: creative, curious, observant) rather than just the academic qualifications they would require.

The LHEM and the Outreach Officer carried out research to create a set of five historic “STEM Heritage Person of the Week” examples of people who had worked in Newcastle, North Tyneside and Northumberland, such as Marie Lebour, marine biologist.



Marie was a marine biologist famous for her work studying the life cycles of different marine animals. She needed to be **patient** when waiting for organisms to go through their life cycles and **open-minded** about what she might find. Marie was **creative** and made detailed drawings of the organisms she was studying to include in her research and books.

Creative
Open minded
Patient

STEM
PERSON
OF THE
WEEK

Marie Lebour
Marine Biologist

OUR PAST YOUR FUTURE

Background to Eastlea Primary School

Eastlea has 224 pupils from Nursery to Year 6, of whom 43% are eligible for Pupil Premium and around 30% have special educational needs or disabilities. Most pupils are White British; with 7 pupils for whom English is an additional language. Some pupils' families have lived in Cramlington for many years, and some are recent arrivals. Cramlington was a mining town, which later developed into a New Town with new industry and housing estates in the 1960s.

Eastlea's involvement with Our Past, Your Future

Eastlea joined OPYF in 2019, and took part in two online CPD sessions for the teachers, delivered by the LHEM and the Outreach Officer. The first session covered how to localise each area of the curriculum from EYFS to Key Stage 2 by using local heritage. The second session covered how to use historic maps and aerial photos, based on the school's immediate locality.

The whole school has done the STEM Person of the Week and STEM Heritage Person of the Week programmes each year, and will continue to do so. They investigate each person in assembly, and then in class the pupils consider how they themselves can reflect the qualities which each STEM person (heritage or present-day) needs to do their job.

All the classes have done a family workshop in school, run by Woodhorn Museum staff, covering different topics such as aerodynamics (Year 5) and robots (Reception). Most of the parents came to the workshops, and they enjoyed doing the activities with their children.

In 2022/23, the Year 4 class used the OPYF interactive map for their Geography project (see below); as this was very successful, the class teacher plans to do a whole-term project next year on the Tyne bridges and the area surrounding them, covering English, Geography, History and Design & Technology. The study will look at how the area has changed over time, using historic maps and photographs provided by Heritage Schools, focusing on curriculum skills.

Woodhorn Charitable Trust provided funding in 2023 for Eastlea pupils in Years 1 to 4 to go on STEM-related visits, such as to the Castle at Newcastle. Years 5 and 6 had already been on visits before this funding became available. The teachers explained that it is very difficult for the school to fund visits because of small budgets and increased costs, particularly for transport. Families are usually asked to provide contributions but the school is aware that in the current financial climate this is not easy.

The school is in the process of localising its curriculum, based on the CPD session which the LHEM had provided.

Using the Our Past, Your Future interactive map

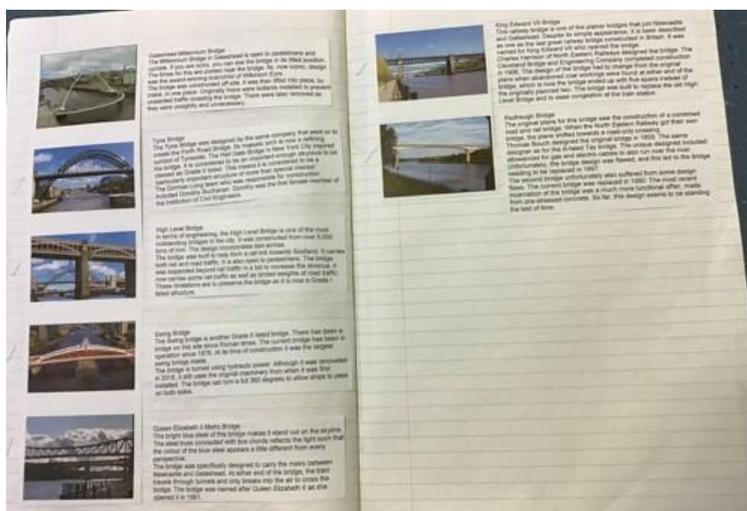
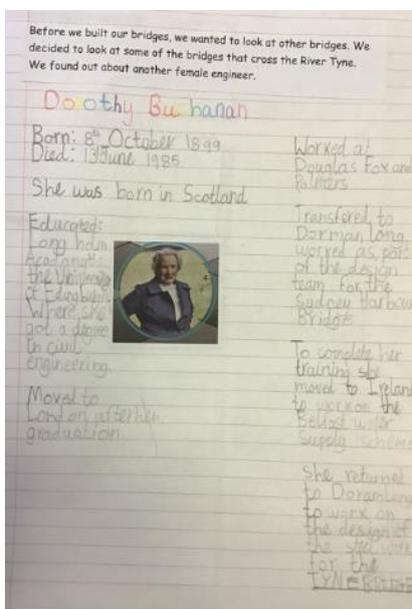
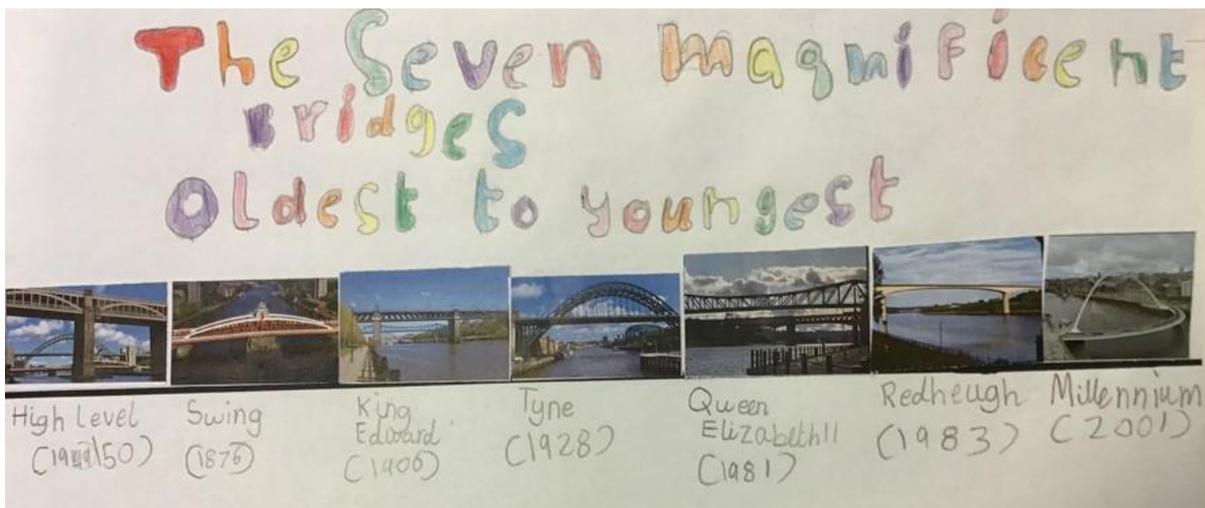
In 2022/23, the Year 4 class used the OPYF interactive map for their Geography project. They studied the bridges over the River Tyne in Newcastle and found out about Dorothy Buchanan, an engineer who worked on the design of the Tyne Bridge, and who was the first woman to become a member of the Institution of Civil Engineers. The class had previously read a book about American engineer Emily Roebling, who had been involved in the design of the Brooklyn Bridge, and were amazed to discover that a woman engineer had designed the steelwork for the Tyne Bridge which is local to them. The Year 4 teacher said that this had a real "Wow!" factor for them, and really engaged their interest.

The pupils carried out individual and group work about the Tyne bridges, and to develop their engineering skills, the pupils worked in teams as engineering companies and made model bridges out of cardboard and other materials, which had to carry a certain weight.

The pupils used photographs of the Tyne bridges and descriptions of them, to put the bridges in chronological order. They used a map to locate the bridges in the correct place. Next year, when this project is being taught, subject to funding, the plan is to arrange a visit to Newcastle for the Year 4 class to see the bridges so that all the children can have this first-hand experience.



Pupils worked in groups to match photos of the bridges with fact cards, and place them in the correct places on the map



Individual work: writing about Dorothy Buchanan; descriptions of the Tyne bridges

Impacts on pupils

The Head Teacher and Year 4 teacher both said that OPYF had increased the pupils' attainment, aspirations and understanding of the possibilities of STEM as a career.

"It gave them ideas and experiences they wouldn't have had otherwise, and which they could take into their learning in the classroom. It's widened their horizons of what an engineer can be" - Teacher

Focusing on bridges in their local area, seeing photographs of them, finding out about Dorothy Buchanan, learning about the STEM People of the Week (present-day and heritage people) and exploring the interactive map for people and places gave them new knowledge and understanding.

“A lot of them haven’t been outside Cramlington before so they need to have their horizons widened and any experiences they have improves their writing and vocabulary” - Teacher

The project has increased the pupils’ understanding of local history. They had found the story of Emily Roebling intriguing, but as she was in America, it was beyond anything they would experience and so learning about Dorothy Buchanan had much more of an impact on them.

At the start of their project, none of the class knew what an engineer is but now, several months after they did their OPYF project, five of the nineteen Year 4 pupils said that they would consider becoming an engineer in the future. One of the pupils commented that he had had no idea about how many different types of engineer there could be, before they took part in Our Past, Your Future.

The Year 4 teacher commented that the class is still affected by the disruptions caused by school closures due to covid in 2020 and pupils having to stay off school if someone else in their class had covid in 2021. Pupils find it difficult to think independently, but the work they have done on this project has helped to improve this.

Impacts on teachers and the school as a whole

All the teachers took part in the two CPD sessions, and now they make local connections in the curriculum wherever possible. For example, pupils studying World War 2 visit Blyth Battery⁹, and when Year 4 study the Romans, the teacher will look for any Roman connections to Cramlington. Using local examples enables pupils to relate to them more easily and makes it more meaningful for them.

Teachers can use the interactive OPYF map in their lessons, and the format of a photograph and short text about each person or place makes the map easy for pupils to use to do their own research.

The Year 4 teacher is planning a whole-term project for next year based on the Tyne bridges, using maps and aerial photographs provided by Historic England, looking at how the area has changed over time, covering History, Geography, English and Design & Technology.

⁹ <https://www.blythbattery.org.uk/> , the remnants of a World War 1 coastal artillery battery that was upgraded and re-fitted for use in World War 2.

Impacts on families

The families enjoyed taking part in the family workshops at school. There are already good links between the school and the families, and the workshops strengthened them further.



Reception's family workshop about robots

One Year 4 pupil asked his parents to take him to see the bridges when they were in Newcastle. His mother told the teacher afterwards that they had never thought of going down to the Quayside, and they had had a marvellous day and really enjoyed it.

Impacts on Heritage Schools

As OPYF was funded by the North of Tyne Combined Authority, it enabled Heritage Schools to work with a different set of schools and with a combined STEM and heritage focus. The LHEM commented that in this project, STEM and heritage did receive equal weight.

Working in partnership, where one of the other organisations is the lead partner, means that less of the LHEM's time is taken up with project administration, so the LHEM could spend more time carrying out research for the project and working with other schools.

The heritage research for the interactive map and the STEM Heritage Person of the Week was carried out by the LHEM and the Outreach Officer and they delivered the CPD sessions together which also meant that the teachers benefitted from the expertise of two different specialists. The CPD took place during the covid pandemic so all the sessions were held online which also reduces time and costs for travelling.

The LHEM will use the OPYF interactive map in future training which she delivers.

Summary

This partnership project with Woodhorn Museum and NUSTEM has been a successful way for Heritage Schools to engage with another group of schools, which it might not have worked with otherwise. It has been an effective way to demonstrate the link between heritage and STEM subjects, and the OPYF resources will remain freely available on the website so that other schools can use them too.

When the schools which participated in the project upload their work to the interactive map, they will receive their Heritage Schools Award, thus increasing the number of schools which will use heritage more in their curriculum.

For Eastlea Primary School, OPYF has sparked the staff's and the pupils' interest in the local history of Newcastle, North Tyneside and Northumberland. The teachers are using the Heritage Schools CPD training to localise the school's curriculum, and OPYF has inspired the Year 4 teacher to make the Tyne Bridges project into a whole-term, cross-curricular project. The school will continue to use the STEM Person of the Week programme each year to encourage pupils to think about the qualities which scientists and engineers need, and how they can develop them themselves.

Case Study: Gloucestershire Archives & Voices, Gloucester

Background

The project has been a collaboration between Voices Gloucester (who receive funding from the National Lottery Heritage Fund and Historic England to work with schools and communities to deliver a project called Gloucester Views) and Gloucestershire Archives. They have developed and delivered various projects including a local heritage conference for sixth form students, but the focus of the case study is their Gates Project, which was also supported by Gloucester Civic Trust.

"Having community led projects that are developed with the community, that use artists and other people to help people tell their stories and bring history to life and bring heritage to life" – Voices Gloucester

Gloucester was originally a Roman fort defended by a perimeter with north, east, south and west gates. These original gates and streets still exist and are used to enter the historic heart of the city. They have been used as the foundation for this multi-school heritage project.

Six primary schools have been involved in the Gates Project: a child's eye view of Gloucester. The schools visited and undertook a study day looking at the local, built heritage of one of the 'gates' – the four main streets of the city, Southgate, Northgate, Eastgate and Westgate, so collectively covering all four.

All the pupils involved were from Key Stage 2, with schools themselves deciding whether to involve their Year 4, 5 or 6 classes in the project.

The project used art and design as a vehicle to learn more about local history and develop a greater sense of belonging and pride in their city.

"[Gloucester doesn't] shout about itself but it really is an incredible city. It's got all these hidden gems everywhere and it's got some amazing history" – Voices Gloucester

"Primarily it's a local history project but obviously art is a massive part of it and English to a certain extent as well, I guess it makes it quite cross curricular but first and foremost, I think it is a local history project" – Gloucestershire Archives

The results of their collective outputs have then been combined to create an information leaflet and a public exhibition of their work.

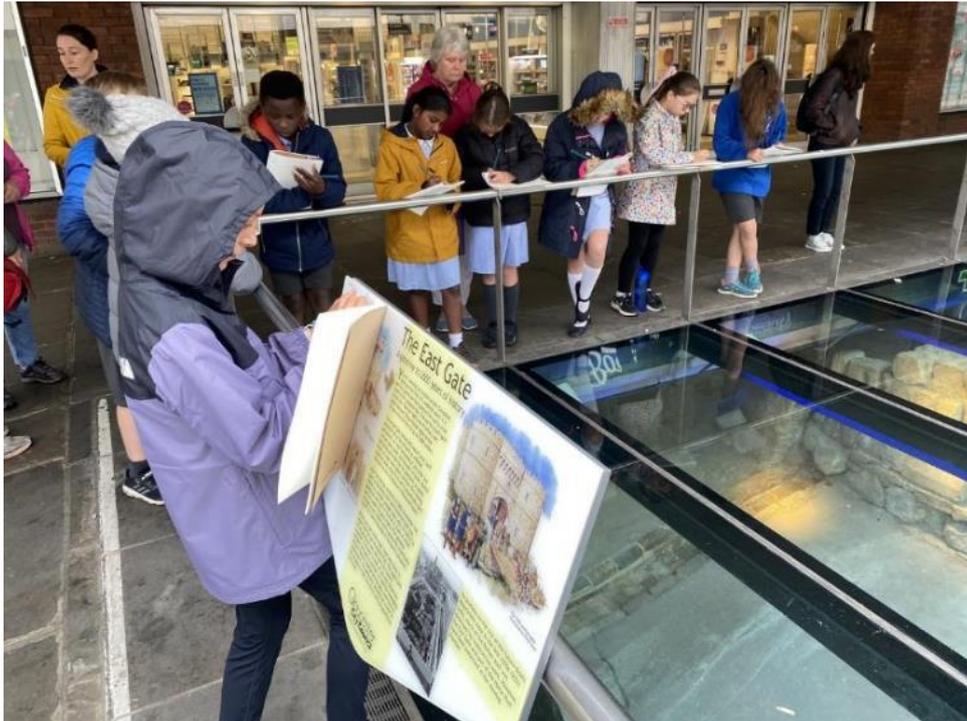
Study day - morning

The first half of the study day involved a site visit to look at the built heritage. Each school was assigned one of the four gateways to Gloucester to study.

Volunteer tour guides from Gloucester Civic Trust provided a 90-minute tour and told the pupils about the history of the gateway and street that they have been selected to study, and then took them on a walking tour of the city centre to highlight other buildings and features. Pupils asked the guides lots of questions throughout.



Pupils took down notes and ideas during their walking tour



Pupils looking and learning about what remains of the Roman East Gate – they also had special access to the ruins below ground level

They were also accompanied by an artist, Catherine Hawkridge, who got the pupils to stop at various points to undertake some observational drawings. These sketches and notes were then used in the afternoon session.



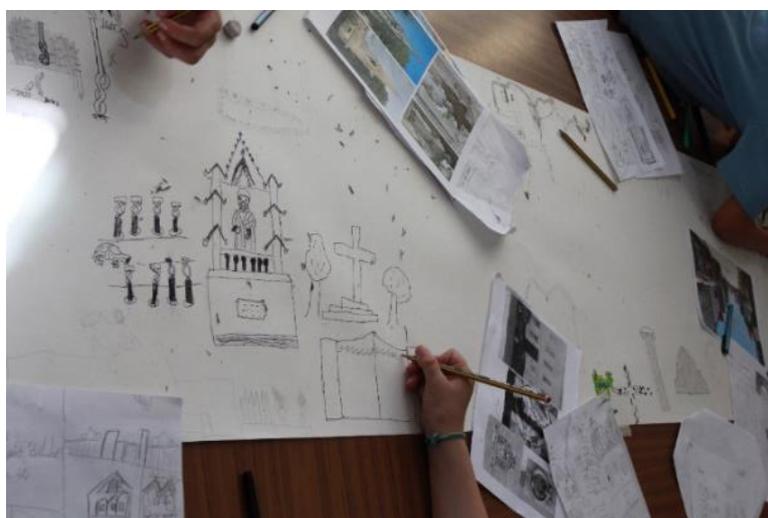
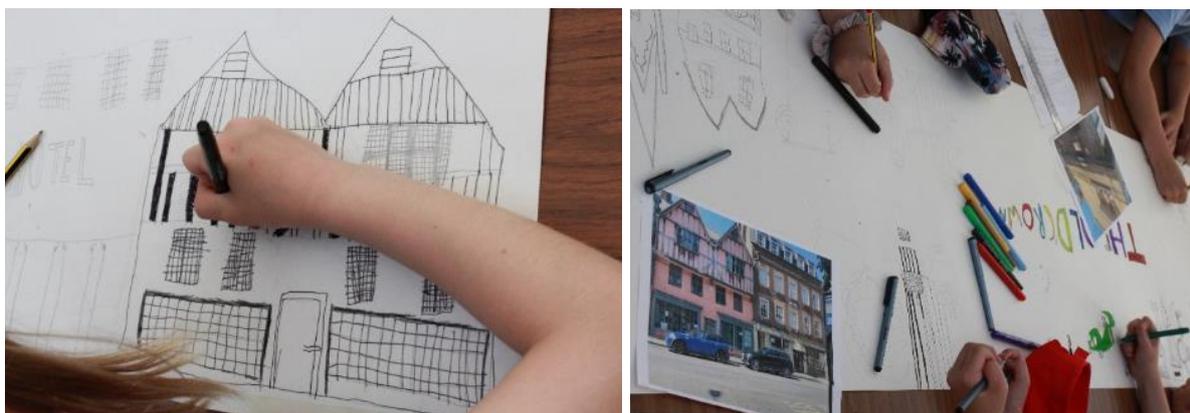
The historical evidence was captured from various sources

Study day - afternoon

Back at school for the afternoon, each class then undertook an art workshop with Catherine to produce artwork and text to go into a leaflet. The leaflet is intended to present a child's eye view of Gloucester, made up of work chosen from the six primary schools taking part in the project.

The afternoon session began with a brief recap to re-energise and refocus the pupils. Pupils were asked about 'wow' words from their morning visit to help them reflect on what they had seen and learnt. Each pupil was encouraged to think of a 'Did you see?' or 'Did you know?' that they would like to share with others on a visit. They then shared these with their partners or groups and discuss different ways to record these ideas such as drawings of places, comic strips, diagrams etc and what they might include.

After a creative warm up they started 'long drawings'. This is a way of drawing together to create an overall composition, giving opportunities for individual, paired or small group work as suits each pupil. It provided a way to think about information and ideas without the pressure of size, scale or progress that separate sheets of paper can create.



Pupils turning what they had seen into visual information

Pupils were tasked with being critical thinkers – in coming up with ideas and selecting the information that should go into an information leaflet and what to miss out – and how best to present this.

There were lots of opportunities for discussion facilitated by the artist and class teacher, including a lot of class shoutouts ... 'who remembers.... who knows when did xxx happen' etc to fact check, develop ideas and keep everyone working together.

Final outputs

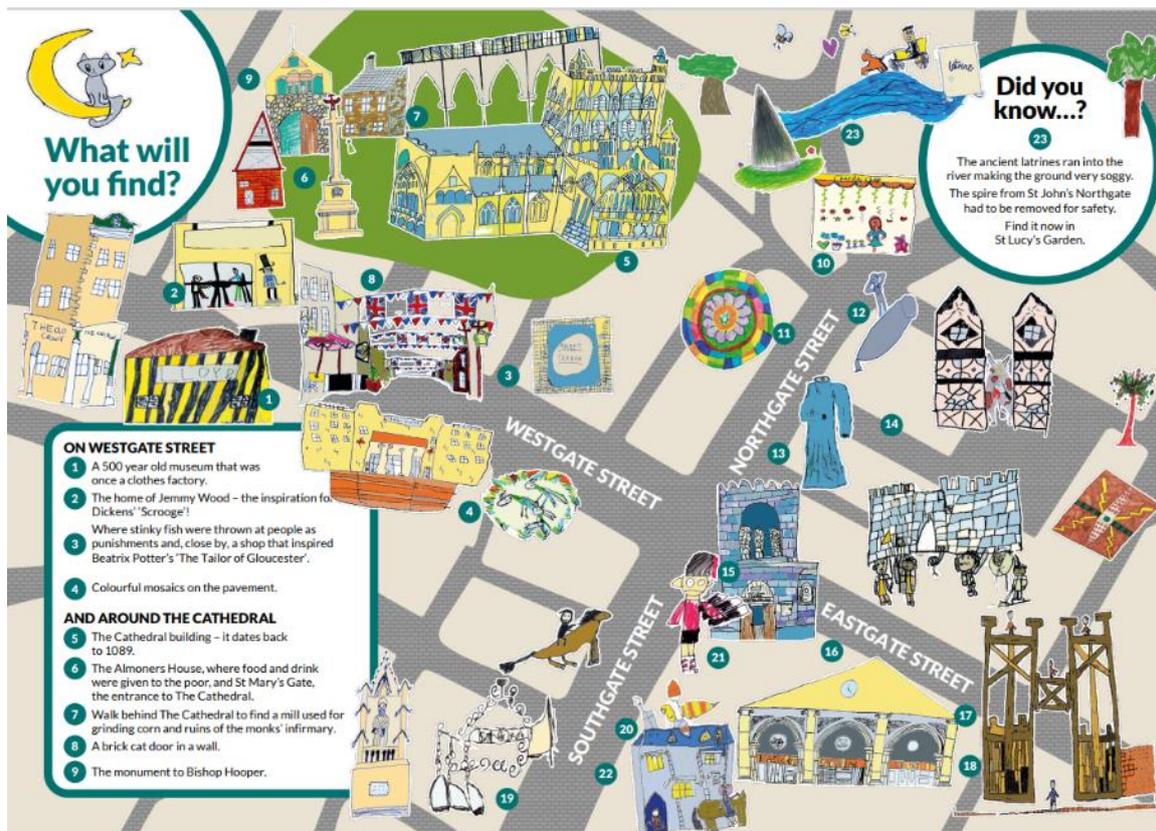
Along with the final leaflet, there has been an exhibition in September of all the pupils' work at The Folk. The exhibition has been open to families and the general public.

The Folk is a Tudor building in Gloucester, operated by the Civic Trust, which as a venue aims to keep the history of Gloucester city alive by bringing the local community together to learn about their past through the telling of stories.

The exhibition provided an opportunity to expose families to the Folk, which many had never been inside before, and to see it as a welcoming and friendly community space.

The aim is for the leaflet to be available for visitors to Gloucester.





The final leaflet highlighting the history and heritage of Gloucester

The impact of Heritage Schools

The kernel for developing a project came from a CPD training session that the Historic England Local Heritage Education Manager organised. This was hosted at the Gloucestershire Heritage Hub (home to Gloucestershire Archives and heritage partners) and jointly organised by Gloucestershire Archives and Gloucester Voices, bringing together teachers from local Primary and Secondary Schools. The training looked at how to use historic maps, showed the resources available to teachers and led to discussions about what schools would want from these external partners.

"Michael [LHEM] was absolutely brilliant in that session, to show schools how they could use their local history was really, really important. And I think that got them all thinking, the projects originated from that training. But it definitely needed Michael's input at the beginning in order to create that path for the teachers to follow. It got them thinking of things that they thought would fit in with their schools" – Gloucestershire Archives

Heritage Schools provided the funding which enabled the project to take place. Being able to employ a local artist to work with the schools and pupils and facilitate the day helped schools be able to take part (without adding extra workload onto the teachers)

and has meant suitable inputs have been captured to create a highly professional output.

Gloucestershire Archives have been able to co-ordinate various organisations including the Civic Trust, and commissioning an artist to work with the schools who also professionally designed the final leaflet and organised the exhibition, so the overall project has been able to be much larger than if just a single school tried to do something similar themselves.

“So this could be done without the level of funding that we've had but you wouldn't get the same quality of outcome. The fact that we've got an artist who's delivering the creative elements, who will design the leaflet in the exhibition, you're not going to have teachers that have got the capacity to put that extra time in the planning and working with the Civic Trust, the outcomes of the leaflet and the exhibition won't necessarily happen ... [it would all be] less ambitious” – Gloucester Voices

It has brought together different organisations, all wanting to engage children with local heritage, to provide a project that would otherwise not have been as engaging or as rich.

“It allows us to work with younger people and schools. It also allows us to work with different groups. It allows us to build new relationships with these schools which is really important” – Gloucestershire Archives

The impact on pupils

The project got pupils to act as historians, asking questions, recording information and stories, selecting evidence and presenting this back in an interesting and informative way. They are tasked with looking, listening and thinking. The information and evidence comes from what they saw themselves on their site visit and what they were told by the Civic Trust guides.

The project has engaged pupils in and with their local heritage, studying places that they previously knew very little about or would just walk past without noticing. It has given them a greater understanding and appreciation of the history and heritage of Gloucester and therefore the opportunity to be proud about the wealth of history and heritage in the city that they live in.

“We want the children and the teachers to go away and feel proud of where they live. And I really think that this project does make you proud to be from Gloucester or Gloucestershire, I think that's a big part of it” – Gloucestershire Archives

“The city doesn't have the reputation it deserves, it isn't celebrated in the way it deserves. It's actually incredibly rich in history but there's quite a disconnect, particularly between young people and that history. I think that part of what Voices does collectively, but especially through the schools programme is help people feel proud of their city and value it and see that it does have all this wealth of history, and that actually there is something to be proud of” – Gloucester Voices



The city centre and axis of the four gates where a market cross use to stand – many pupils had never noticed this before until told stories by the Civic Trust tour guides; history and heritage is often hidden in plain sight until pointed out by someone else

As it is an exciting programme of activity, it has helped create more time and space to think about local history than would otherwise be the case, which in itself promotes greater impacts.

“Having an entire day dedicated to local history gives them [the pupils] the time and space to really understand it a lot more. And because there is the leaflet and the exhibition at the end, they have really tangible goals as well, which I think is really important for the schools” – Gloucestershire Archives

Looking at the changes and developments in the buildings and hearing about the lives of people who lived in Gloucester in the past, helps give a sense of change but also continuity, along with belonging and being part of the city.

"You are part of the city and [everyone] can make a difference to the history of the city" – Civic Trust tour guide

The process has given teachers ideas on how they can use a more freeform creative activity element across other subjects to enable pupils to have more in depth conversations and reflection time, helping to embed their learning.

Summary

The project has provided an interesting and engaging way for pupils to find out much more than they previously knew about the history of Gloucester and to recognise that it has a wealth of history and heritage – all that is needed is to look and be inquisitive.

It has exposed pupils (and their parents) to their local heritage and got them thinking more about the place where they live.

Having the project co-ordinated by partners outside of each school has made it considerably easier for schools to take part.

"One of the big pluses for the schools has been that we've been able to lift quite a lot of work away from them" – Gloucestershire Archives

The impacts have exceeded the expectations of those who set it up, both in the quality of the final outputs but also in how engaged pupils have been throughout.

It has also enabled Gloucestershire Archives to work in partnership with a broad community, building deeper connections with the Civic Trust, along with pupils at six Primary schools in the city and their parents.

Case Study: Leicester Schools' Great War Trail

Background

Originally started in 2014 for the WW1 centenary and involving mostly Primary Schools, the Leicester Schools' Great War Trail has since evolved; in the last two years the multi-activity day has been offered to Secondary Schools and their KS3 pupils.

The day is intended to supplement and add to their classroom studies of the Great War, with a very local focus on the impacts on Leicester.

The day has been developed by and organised by Historic England's Local Heritage Education Manager [LHEM] who commissions the re-enactors, arranges the venues and promotes the day to local Secondary schools.

This year six separate Secondary schools from the city were involved, with one school requesting their own day so their entire Year 9 could attend, and the other five schools all involved on the next day. Over 300 pupils take part over the two days.

The purpose of the day is to experience how the people in Leicester were affected by the Great War. It links the local, to the national and to international events, covering the bigger picture through individual stories and personal experiences.

Attendance for the schools is free for their pupils, with the re-enactors and venue hire paid for by Heritage Schools.

It is a popular trip, which is usually limited to 25-30 pupils per school. Some schools allocate places to those who are first to hand back the permission letter, others get their pupils to write a submission explaining why they want to take part, selecting pupils on the basis of their written reasons.

The carousel of activities

All students start at the Y Theatre in Leicester city centre where they watch a short play set in 1918 which explores the impacts of the war on those fighting at the front and those left at home and asks is it time to call an end to the killing and 'seek peace at any price' or should Britain 'hold fast' and endure the sacrifice for those who have already lost their lives?

The play is performed by costumed characters and takes students back to the Great War.

"They seemed to really enjoy the first session in the Y theatre, I think it's a combination of everything. The actors were very good and performance was good. I think it's setting the scene really and for all of the students in the theatre, putting them back into that time of the war years. It brings them up to speed and sets the theme for the day. Some of our students even said "I didn't think I'd enjoy that but it was really good" – Teacher school 1

"A lot of them really enjoyed the beginning of the day, which was the presentation in the theatre, I think they enjoyed the elements of story within it and how it contrasted different views of the war" – Teacher school 2

For the rest of day each group of students circulate around several heritage buildings which have a historical connection with the Great War and participate in different activities, these cover:



Recruitment and conscription – at The Town Hall where these events actually took place during the Great War. Pupils are taken by a drill sergeant and fill in replica volunteer forms to join the Royal Leicestershire Regiment.



The role of women at home – in a room in Leicester Museum where local women ran campaigns to help support Belgian refugees. Magda, an Edwardian lady, explained to the students what it was like to be on the home front with letters to and from the front, recalling a Zeppelin raid on nearby Loughborough and discussing how the suffragettes put their protests on hold during the Great War.



The importance of memorials - delivered by volunteers from the Leicester City, County & Rutland At Risk War Memorials Project in All Saints Church, who highlighted and talked about a variety of different memorials and the stories of the people behind these names.

"Every Memorial has a story to tell" - Presenter

The life of a soldier – stories and experiences of a first aid medic, are recalled in a hands-on session at the Newarke Museum which also houses the Tigers Regiment Museum. This talk involved a lot of questions and answers, along with passing around and handling different artefacts to tell the stories of soldiers and convey their experiences at the front.

"They also really enjoyed meeting the soldier because of all the personal artefacts, they could look at things and pass them around, also the fact that he was just he was good, acting like a World War One soldier" – Teacher school 1



Questions from and to a soldier in the medical corps & artefacts handed round

Drilling and marching exercise – undertaken outside by The Magazine (a 15th century gateway). The in-character costumed Drill Sergeant’s job is to turn an often-reluctant group into a professional fighting force. Through doing this, pupils get a sense of what it must have been like for a civilian to become a soldier and how alien this must have been to most new recruits.

“They enjoyed the marching activity. He was really good, the manner he has with the students, I think that’s what gets them engaged and they all took part, everyone seemed to enjoy that bit” – Teacher school 1

The students and their teachers walked from one activity to another, as they all took place relatively close together in the city centre.

The range of different activities provides a holistic view of the Great War from why young men volunteered, to the life of a soldier, through to the home front and remembering those who died. The theatre performance starts at 9:30am and the final carousel activity finishes at 2:30pm, with pupils being actively engaged throughout this time.

Reactions to the day

For most schools involved, they have just finished their teaching modules on WW1, so the day fits in well with their curriculum.

The range of re-enactors, dressed in costume and playing different characters helps bring their stories and the impact of the Great War to life.

“I think the actors also really make it” – Teacher school 1

“I think it did help that the presenters were dressed as they would have been” – Teacher school 2

Having a well organised day which is free for schools to attend and easy for many of them to walk into the city centre from their schools (so incurring no travel costs) were all mentioned by teachers as making it feasible for them to take part.

Most teachers had taken part in the similar event put on by Heritage Schools the year before. They were keen to come again and are very likely to take part if the same event was organised next year. It is viewed as an engaging and informative day for their pupils, adding to their understanding of the Great War and history of Leicester.

The impact on pupils

The impacts of the Great War are conveyed to pupils through the stories told by the costumed characters, the objects and artefacts pupils are shown and can touch meaning they can put themselves in the shoes of young conscripts signing up to join the army. The carousel of activities gets them to think about real life historical experiences and to understand the experiences of different people at the time and empathise with those involved.

“Getting a hands on experience, getting outside the classroom, seeing history in the real world and experiencing what it might have been like. It brought history to life for the students that were on the trip. It is memorable” – Teacher school 1

Either during or at the end of each activity pupils had the opportunity to ask questions, with many taking the opportunity to do this.

Pupils were actively engaged and involved in the different activities.

Even though the schools involved are located relatively close to the city centre, some pupils rarely walk around the city centre and even more do not appreciate the architecture, history or historical significance of many of the places they visit during the Great War Trail. The event exposes and informs pupils about the depth of history that surrounds anyone coming to the city centre.

The day provides a local Leicester perspective on the Great War, something which many pupils may not have otherwise fully appreciated.

“I think for them to see that history happened here. It didn't happen in London or elsewhere. It happened in their local area, it's local to them. Part of our curriculum and something that is quite important to us is showing that history happened here and that is that is what the day is about for us” – Teacher school 1

“What I'm hoping for is they get more of a connection, that WW1 happened here and affected everybody, that's what I want them to realise” – LHEM

“Just to make that local connection, World War One is something that becomes more and more distant, it's fading out of living memory. So this is something that brings that connection to people who would have lived where they live, that would have signed up and where they would have gone and what they would have done. And that interactive element was really useful for us” – Teacher school 2

Teachers felt it can be much more impactful when their pupils hear or experience 'history' through the viewpoint of a single person, with objects they can see and touch and personal stories they are likely to remember.

"I think it builds interest and engagement because it's experienced in a different way. I think it embeds the memory of some of those things in a more significant way than maybe some of the things that we do in the classroom and it also supports what we're doing in the classroom as well, so it helps to reinforce it" – Teacher school 2

The activities they took part were in the same locations as used in the Great War itself, which the pupils were told whilst doing the different activities.

"When it comes from a real person it's more powerful, when it is told as a story and they are in role, they [the pupils] can really imagine it. To hear the story from a person and it is linked to the place they are actually visiting I think it is more powerful" – LHEM

"As we were walking from venue to venue, there was a chance to talk to some of the students about how it is linked to what they've learned. Moving from space to space, they got to see several different areas in Leicester. So for example, when we went to the recruitment station, we went to the Town Hall, pictures had been shared about what that would have looked like at the time, what soldiers would have experienced as they went to sign-up, so it made it feel a little bit more real" – Teacher school 2

In addition to the day itself, which is limited to a smaller number of pupils from each school (typically 25-30) rather than the whole year group, Heritage Schools provides each school with a pack of information and historic photographs of various WW1 events taking place in Leicester in the spots that they visit during the day of the event. These resources can be used by teachers to help reinforce that history has and does occur in local areas and affected people like themselves and their families.

Teachers are also aware that by going to the different venues, many pupils are exposed to different historical or cultural places they might not otherwise go to in the city centre.

"Even just to see the museums and see what they are like because a lot of them haven't been or haven't been there since primary school to any of these museums" – Teacher school 1



Uniformed recruiters outside the Town Hall c1914



Year 9 pupils from English Martyrs School meeting the drill sergeant outside the Town Hall before going inside to join up



45th Battalion Leicester Regiment Parade, Magazine Square



Year 9 pupils parading by the Magazine

Even the talk on memorials, which was the least tangible activity, still took pupils from seeing these objects as an inanimate plaque or just a list of names, to appreciating that they all had interesting stories to tell about real people who had come from Leicester and who had died in the Great War.

Summary

Much of the teaching about World War One in the classroom is focussed on national or international events such as the causes, the experiences from the Battle of the Somme, Armistice and the Treaty of Versailles. The Heritage Schools event helps provide a local Leicester focus which is tangible and relatable. Pupils not only get to reinforce what they have already learnt but see this through a very local lens, appreciating that history is not just something that occurs elsewhere and to other people but happens where they live and impacted those like themselves.

“It really makes students understand that history affected people and not just countries” – Teacher school 2

The Great War Trail, with the types of activities and the number of venues and re-enactors involved, let alone the planning could not be put on by schools themselves. The size and scale of the day would not happen without the funding from Heritage Schools and the work of the LHEM [Local Heritage Education Manager] to organise and plan such a large-scale event.

“It gives the students an opportunity. It provides something that we can't really do on our own, with the actors, with the venues, both of those things logistically and the cost of it we couldn't do ourselves. So what is offered [by Heritage Schools] is quite unique” – Teacher school 1

Case Study: St Philip's CE Primary School, Salford

Background to St Philip's CE Primary School

St Philip's has around 240 pupils, from Reception to Year 6. Some pupils' families have lived in Salford for many years, however, there is quite a high turnover of pupils because a number of families only stay in the area for a relatively short time. Some parents, for example, are academics or students at Salford University. Others are refugees or seeking asylum and are staying in the area temporarily. In addition, there are a lot of new houses being built around the school which is bringing in new families, with children entering the school into different year groups. 52% of pupils have English as an additional language, and around 40 different languages are spoken in the school. There are good connections between the school and the families.

36% of pupils are eligible for free school meals, and there are many families who are on low incomes but do not qualify for free school meals.

St Philip's involvement with Heritage Schools

The Head Teacher and another teacher have attended a number of online CPD sessions as part of the Salford Heritage Schools network, run by the Local Heritage Education Manager (LHEM). Before this, the school was already planning how best to localise their curriculum. The knowledge and skills which the teachers gained through the CPD, and continuing support from the LHEM, has enabled them to do this more effectively. The local heritage which the pupils learn about in each year provides a basis for history learning in general throughout that year.

"We generally use what's around us as a hook. The children can now understand better – they couldn't relate to it so easily before. For example, they didn't have the context for the Fire of London, so [the LHEM] suggested that the Year 2s study the fire of Liverpool Road (two cotton warehouses in Manchester which caught fire in 1866), and then move on to study the Fire of London" - Head Teacher

The Head Teacher wanted to create a heritage trail which would be used by pupils throughout the school to find out about the local area, and which would link to the topics, themes, people and events they study. She asked the LHEM for advice and support on how to do this.

"I saw wider appeal for this resource (i.e. that it would be of interest and benefit to other schools) because Chapel Street, the main road next to the school, has lots of fascinating buildings with loads of stories attached, which provide important information about Salford's history, locally but also links with national and global themes" - LHEM

The LHEM introduced St Philip's to a Manchester Tour Guide, who created two trails (one for Key Stage 1 and another for Key Stage 2) around historic buildings which are close to the school – see the section below for more details. The trails and teachers' resources are available on the Heritage Schools website:

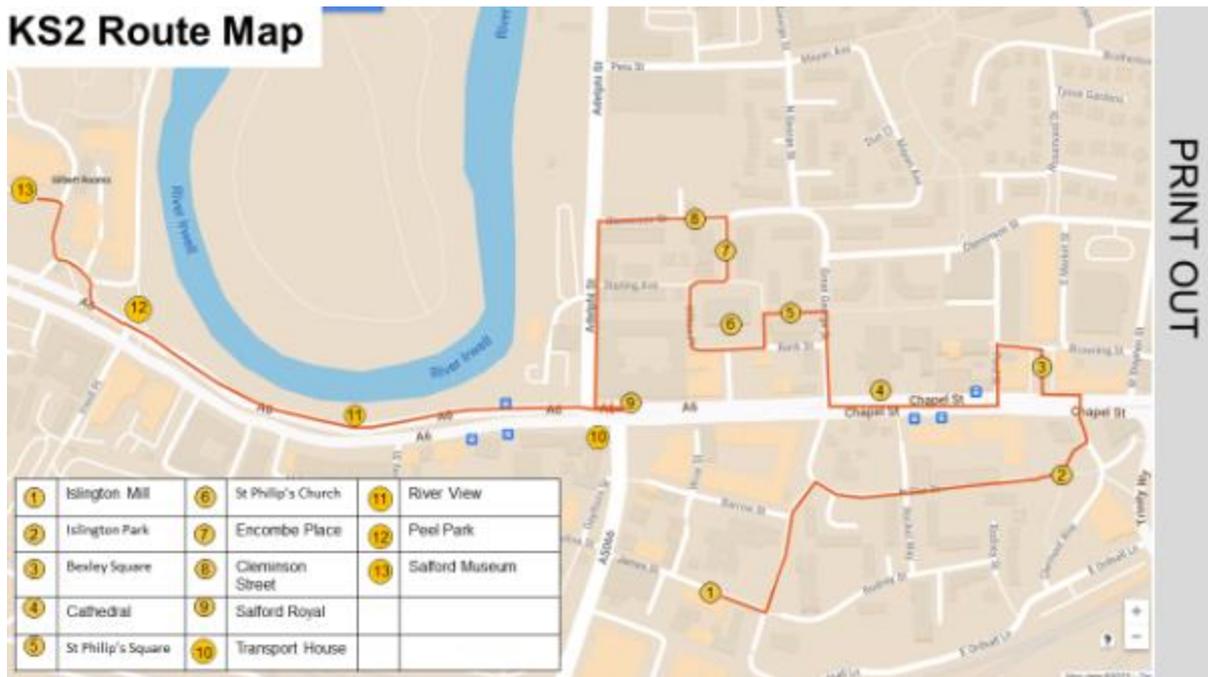
<https://historicengland.org.uk/services-skills/education/teaching-activities/salford-heritage-trail/>

Salford History Walks

The Manchester Tour Guide carried out research about significant historic buildings near to the school to create the two trails. She led each class on the walk during one week in May 2023. The teachers came on the walks too, so that they will be able to lead the walks in future.



KS2 Route Map



Maps of the Salford History Walks

The LHEM created a teacher's resource with additional material such as historic photos and maps. It included activities to do on the walk, in the classroom, and for children to do with their families another time. An accompanying [StoryMap](#) resource enables pupils to remember the location of sites and revisit them in class, or to find out about them if they cannot physically go on the trail.

Activities

Do on the trail:

- Can you spot the Greek Revival style features on the town hall?
- Can you find the plaque which marks the events in Bexley Square in 1931?
- On the horse can you find: railway tracks, Vimto berries, a "Deeds not Words" rosette for Emmeline Pankhurst, a Harold Riley dog and gas lamp.

Look 

Do in class:

- Find out about Emmeline Pankhurst, who lived in Salford, or Harold Riley who was a famous Salford artist? Why are they such significant people?
- Find out more about the events of Bexley Square. Compare this to the events of the Peterloo Massacre which happened in 1819 and also involved working class people from Salford.

Think 

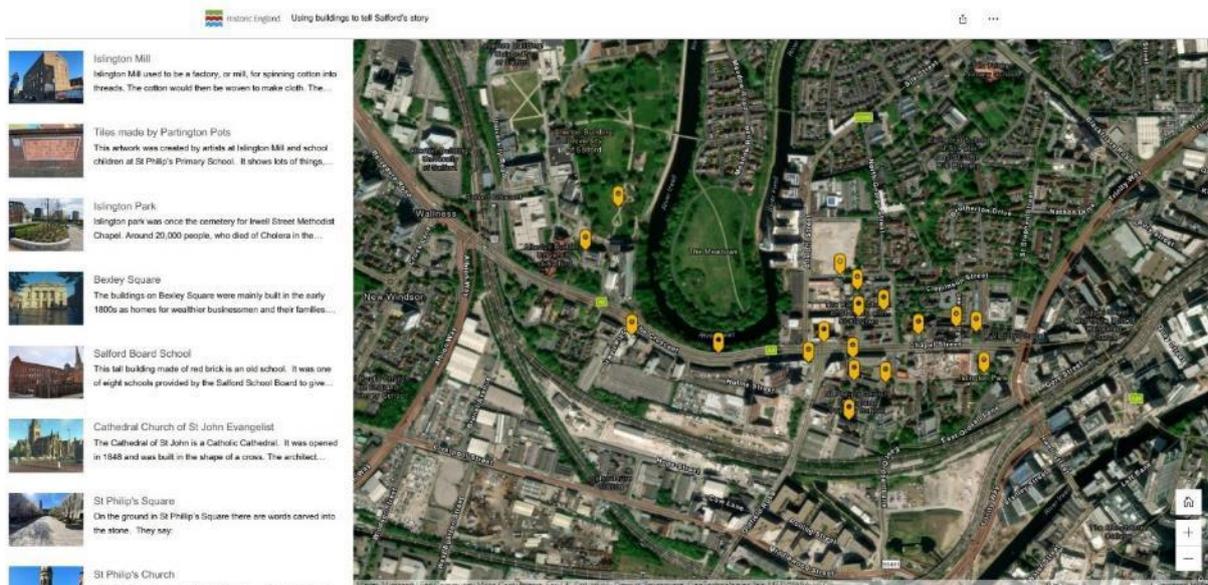
Do later:

- Visit the Emmeline Pankhurst statue in St Peter's Square, Manchester.
- Songwriter Ewan MacColl and author Walter Greenwood were both influenced to write about the Battle of Bexley Square. Can you find out what they said?

Investigate 

Education Resources

Activities for Bexley Square



Screenshot of the StoryMap

To celebrate the launch of the resources, each class worked with artists from Islington Mill (a former cotton mill, now used as artists' workspaces), using screen printing to create banners about the local history around the school. The mill is opposite the school and the school has worked with artists on various projects over several years.

The school also held an event to showcase the resource and the work that the pupils had done. This was attended by St Philip's parents, teachers from other schools in Salford, the local MP and a photographer from the Manchester Evening News. The Head Teacher commented that some of the children talked enthusiastically to him about the places on the walk, encouraging him to do the walk himself – an example of their interest in their local history, and their confidence to tell people about it.



One of the pupils talks to Rebecca Long Bailey MP about the Heritage Walks and the art work the pupils created

Impacts on pupils

For this case study, six Key Stage 1 and six Key Stage 2 pupils talked about their opinions of the trails and what they had learned. All of them had enjoyed the walks, particularly finding out about aspects of the buildings and places. They talked knowledgeably and with enthusiasm about people who had been there and events that had happened, for example:

- The 20,000 people who died from cholera in the 1800s who are buried in Islington Park
- The protest about unemployment which took place in Bexley Square in 1931, and the comparison with the Peterloo Massacre
- The 200th anniversary of the structural collapse of Islington Mill
- Artist L S Lowry's quote *"If people call me a Sunday painter, I'm a Sunday painter who paints every day of the week"* on the paving of St Philip's Square

"I liked how informative the trail was – I didn't know about what had happened in Bexley Square and how much others suffered" - Key Stage 2 pupil

"We did Islington Mill in History, but [the Guide] told us a lot more" - Key Stage 2 pupil



Pupils with the Guide on the History Walk

Some of the pupils spoke in a heartfelt way about the value of going outside school to see places in real life. They described how they could relate more easily to the people who had lived or worked there, and better understand their experiences. It helped them compare their own lives with those of people in the past.

"The teacher can explain, but you can't picture it. You can be stepping where other people stepped. Outside, you can experience it and put yourself in their position" - Key Stage 2 pupil

All the pupils who took part in the discussion (Key Stages 1 and 2) said that doing the trails had made them feel prouder of the area around the school, and that they had learned a great deal about its history.

The walks helped pupils make connections between local, national and international history, for example the connection between the cotton processed at Islington Mill, the wider Industrial Revolution, the trade in enslaved people and the Lancashire cotton famine of the 1860s.

Although the Salford trail project had only recently taken place, the Head Teacher commented that the localisation of the curriculum more generally, supported by the

Heritage Schools CPD sessions, was already having an impact on the pupils' attainment across the school. The increased quality of their work can be seen because they can more easily relate to what they are learning about, and they have more ownership and independence in carrying out their work.

"Their increased vocabulary and their first-hand experience will make a massive difference in their attainment" - Head Teacher

The pupils are more confident in talking about what they have learned about local history, and their research skills have improved. They have had opportunities to talk to a wider range of people about a wider range of things – for example, the Guide, the artists at Islington Mill, the MP and the photographer from the Manchester Evening News. The Head Teacher noted that the trails had increased pupils' aspirations, because they have found out about the achievements of local people in the past.

Impacts on teachers and the school as a whole

The Head Teacher commented that the learning gained from the Heritage Schools CPD sessions which she has attended, and then shared with the other teachers, has had a real impact on St Philip's. It has increased their knowledge and skills through finding out best practice from experts. All new teachers at the school receive this training from their colleagues. The Heritage Schools training has shown the best ways to carry out local history research so that it is less time-consuming for the teachers.

The History curriculum at St Philip's builds from one year to the next, using a thematic approach (such as Law and Order, Invasion and Settlement, Toys and Homes). Each year group learns knowledge and skills which are built on during the following year. In future years, the teachers at St Philip's will use the relevant buildings on the trails when they are studying particular themes, rather than doing the whole walk every year.

The teachers plan to do some oral history about the buildings on the trail, inspired by the fact that the grandfather of one of the pupils used to work in one of the buildings. They also plan that the pupils will add more content to the StoryMap and will take part in Historic England's Missing Pieces Project, adding information and pupils' artwork about some of the listed buildings on the walk.

The launch event for the trails made connections with other schools in Salford, beyond the cluster which St Philip's normally works with. Some of them have expressed an interest in developing their own trails with Heritage Schools.

Impacts on families and the local community

"The History Walk shows it's a good place to be, especially if you are new to the area" - Key Stage 2 pupil

The Head Teacher commented that the trails have brought everyone in the school together. All pupils and staff have had a shared experience of doing the walks, but more than this; staff, pupils and their families have realised that the heritage of the area is the heritage of all the pupils at the school, whether they and their families have lived nearby for many years, or whether they have arrived recently. The history of the places on the walks have shown that people have moved to Salford for very many years – moving here is not new – and they have made a positive contribution to the area. The teachers have encouraged the pupils to think about what mark they will have made in 50 years' time.

Many of the pupils have shared what they have learned on the walks with their families, who did not necessarily know about the heritage of these local places.

The trail project has made new links between the school and Salford Museum, and with the staff of the local history collection at the University of Salford, who provided a lot of research material for the walk.

Summary

"The History Walks project has been amazing. We've loved it, it's invigorated our curriculum and now local heritage forms the building blocks of our curriculum. It has brought the school together as a family – everyone comes from such disparate backgrounds, and now we are a family and a team" - Head Teacher

The trails have had positive impacts on the pupils' enjoyment of History, their knowledge of and pride in their local area, their attainment, and their confidence in talking to and working with adults whom they have not met before. They have found out about their shared heritage, which is equally relevant to those who have lived in the area for a long time and those who have arrived recently. The localised curriculum, which has been developed with support from the LHEM, has made their learning more relevant to them and thus easier to understand. They can share the trails with their families and friends, thus helping them find out more about the area too.

For the teachers, it has increased their knowledge of the local area and given them a resource which they will be able to use across the curriculum to support many different themes. The Heritage Schools CPD which they have taken part in has increased their skills in using historic maps and photographs, in carrying out historical research, and localising the curriculum.

The trails project has created connections between the school and Salford Museum and the University of Salford Local History Collection. The History Walks launch event

has made new connections between St Philip's and other schools across Salford, all of whom can easily access the trail resources via the Heritage Schools website.

The Head Teacher emphasised that she and her colleagues would not have been able to develop their use of local heritage to this extent without the support of the LHEM and the resources of Heritage Schools.

Case Study: Wilburton CE Primary School, Cambridgeshire

Background to Wilburton CE Primary School

Wilburton is a village in the Fens near Ely, and the school has 116 pupils from Reception to Year 6. 14% of the pupils are from Showmen families, who travel all over the country to fairgrounds during the spring and summer. A further 8% of pupils are from Gypsy, Roma and Traveller families. Two pupils have a Polish background, and one is from Ukraine. 18% of pupils are eligible for Pupil Premium.

Wilburton Primary's involvement with Heritage Schools



Wilburton pupils taking part in an archaeological dig, which was part of the inspiration for "I am Wilburh, the woman of Wilburton"

The whole school took part in "When Wilburton Sings" in 2022, which is part of "When Cambridgeshire Sings". "When Cambridgeshire Sings" began in 2019 and was the subject of one of the 2021 Heritage Schools case studies. Participating schools work with award-winning folk musicians The Young'uns to create a song based on their local heritage, and the teachers receive a CPD session beforehand about their local heritage from the Heritage Schools Local Heritage Education Manager (LHEM).

Wilburton Primary has also taken part in the "Whistle-stop Tour of the Music and History of the British Isles" (2023) and the Year 5 and 6 class took part in the creative writing project "Just Beneath the Surface" (2022). The LHEM provided a CPD session and extensive resources for the teachers about the musical heritage of the area, and a further toolkit of local heritage resources for the pupils to use as inspiration for their creative writing.

“The LHEM is so enthusiastic and has so many rich stories. It has inspired the staff. The resources are so easy to use” - Head Teacher

“When Cambridgeshire Sings”, “Just Beneath the Surface” and “The Whistle-stop Tour” are all managed by consultant Karin Horowitz, which frees up more of the LHEM’s time to provide training for teachers. Karin Horowitz also provides well-respected wellbeing support and training for head teachers and their staff, and it was through this that Wilburton’s Head Teacher found out about the Heritage Schools projects. This shows the value of Heritage Schools working with other partners to extend Heritage Schools’ reach.

All three projects are currently delivered online because it does not require travel time and cost for the practitioners who deliver the sessions, and so the available funding can allow more schools to participate.

Wilburton Primary’s Heritage Schools projects

When Wilburton Sings

The school had not studied traditional music before, and the Head Teacher was keen for the whole school to take part as an opportunity for the pupils to celebrate their different cultures and learning about the history of the village, which is a cultural heritage which all the pupils share, whatever their own family background is. The LHEM provided local history resources which the pupils used, working with The Young’uns, to write a song about Wilburton. The chorus explains the origin of Wilburton, and the verses describe some key moments in the village’s history:

I am Wilburh the woman of Wilburton
To these fenlands I came
I am an Anglo-Saxon settler
Who gave this village its name.

If you dig down underground
There's fossils and bones that will be found
There's belemnites and ammonites, straight and round
To Wilburton, forever, bound.

Henry VII, King Henry
Passed through Wilburton and planted a tree
Chopped down in 1983
But another grew anew when an acorn shook free.

To this village came disease
The plague arrived on revolting fleas
Smallpox brought folk to their knees
Now there's covid - 'wash hands please!'

My name it is your history
But my story is a mystery
I'm the heart of your community
So come all sing in tune with me.

The Head Teacher commented that when the pupils sing the Wilburton song, they are so enthusiastic that it must have increased their pride in Wilburton.

Just Beneath the Surface

The Year 5 & 6 class worked with writer Tom Kitching to write creatively about the history of Wilburton, based on heritage resources provided by the LHEM. The Head Teacher decided that the class would benefit from taking part in this project so that they could improve their writing skills, and they would gain a good understanding of the local history context.

The pupils took part in inspiring activities to explore their reactions to local heritage objects, buildings and places; they created sensory language word banks and developed more complex and evocative phrases and descriptions. Each pupil decided what they would like to write about, which enabled them to broaden their vocabulary, think about nuance and connotation in words, and improve their composition skills and use of grammar. Then the pupils read their work to the rest of the class, increasing their confidence and competence in reading aloud.

"The workshop was really good and it was delivered really well. It was a great activity and the children did some fantastic writing with it" - Head Teacher

A Whistle-stop Tour of the Music and History of the British Isles

The whole school took part in this project, with renowned musicians John Dipper and Joseph Hardy. Again, the LHEM provided resources about Wilburton and its musical heritage, including that Ralph Vaughan-Williams had visited the village in 1906 when he was collecting folk songs.



Zoom session with John Dipper and Joseph Hardy on the Whistle-stop tour day

The pupils and staff were intrigued to find that the local man whom Vaughan-Williams had talked to was a Mr Gothard, and another Mr Gothard (the same family) had been a previous headmaster of Wilburton School. They sang some of the songs which Vaughan-Williams had collected, including one about the village blacksmith, and the LHEM's resources showed where the blacksmith's forge used to be in the village.



Wilburton, High Street with the blacksmith's shop and three of the workers in the foreground also the old grocery shop. 1905

https://wilburton.ccan.co.uk/content/catalogue_item/wilburton-high-street-with-the-blacksmiths-shop-and-3-of-the-workers-in-the-fore-ground-also-the-old-grocery-shop

The pupils learned about Fenland protest songs of the local people in the 1600s: they relied on the wild fen for hunting and fishing, and they protested about the proposed new drainage of the Fens which would have destroyed their way of life. The pupils wrote their own present-day protest songs with an environmental message. They also learned maypole dancing.



Maypole dancing

Impacts on pupils

Having taken part in these three projects, the pupils now have a much greater understanding of Wilburton's history and how the past and present are connected, and they have a greater sense of ownership of and pride in their locality. They have found out, for example, why the railway came to Wilburton (to transport fruit and agricultural produce more effectively than by road) and then why it closed in the 1960s as road transport had become cheaper than rail. The pupils learned how precarious life was as an agricultural labourer and the importance of Harvest; several of the pupils come from farming families, and all the pupils can relate this to the produce they grow on the school allotment.

The pupils sang traditional songs and learned dances which are local to Wilburton. As a whole school they created their own song, "I am Wilburh the woman of Wilburton," and some of the pupils wrote individual protest songs about environmental issues.

The pupils' attainment and depth of understanding in History has increased because the local heritage is referred to frequently – not just in History, but in other subjects as well. There is so much detail in the resources provided by the LHEM, and the teachers find them easy to use, so it is easy to integrate local heritage throughout the curriculum.

"They have really excellent outcomes in History. History is now the strongest of the foundation subjects. The [LHEM's] training has narrowed our focus which has led to a greater depth of understanding and more focused teaching. Now we look at fewer things in more detail, for example looking at just one photograph in a lesson" - Head Teacher

The Year 5 & 6 class which did the *Just Beneath the Surface* workshop have improved their writing skills.

Impacts on teachers and the school as a whole

"The training which [the LHEM] provided was incredible. It really gave the local context. It has been transformational for the school curriculum. It has really helped us with chronological sequencing and now almost all of our History units of work have a local context to them. Then we started to think about how we could make these links in other subjects as well. Staff knowledge has increased too, so we can refer to local heritage more. The training is on the staff portal so we can keep coming back to it" - Head Teacher

Teachers are using the training from the CPD sessions and the resources the LHEM provided for each of the three projects to focus particularly on the intent statements for History: chronology and critically analysing sources of evidence. In addition, the whole curriculum is being re-written to use local content wherever possible. For example, the topic of Fen drainage covers History (when the Fens were drained, why and by whom), Geography (change in land use due to drainage) and Music (traditional songs protesting about the impacts of drainage on the lives of local people).

Timeline	Event	Taught in (unit)	Resource
Neolithic (4000-2201BC)	Flint knife and scraper (found in Wilburton) A knife and scraper of black flint, respectively of length 9,3cm and 7,5cm Bronze Age blog.	Changes in Britain from the Stone Age to the Bronze Age (KS2 Year C)	Slide 99 Historic England CPD https://www.elvmuseum.org.uk/museumfromhome-bronze-age/
1365-967 BC	Flag Fen causeway constructed.	As above	Trip to Flag Fen
673	St Etheldreda founded a double monastery on the site of Ely Cathedral in 673AD	Ely Cathedral (KS1 Year B)	Ely Cathedral workshop
800-900	Etheldreda's monastery destroyed by Vikings	Ely Cathedral (KS1 Year B)	
970	Wilburton listed as Wilburhtun - Farmstead or Village of a woman named Wilburh.	Equality (KS2 Year B)	Wilburton Song by the Young 'Uns
1071	Hereward's defence of Ely - the last English resistance of against the Norman Conquest was quashed	Invasion! Romans, Anglo Saxons and Vikings (KS2 Year D)	https://www.herewardthewake.co.uk/
1322	Central tower in Ely Cathedral collapsed	Ely Cathedral (KS1 Year B)	
C. 1250-1450	St Peter's Church, Wilburton, built	Wilburton Buildings (Geography KS1 Year B)	https://historicensland.org.uk/listing/the-list/list-entry/1302304
1485	1, School Lane	Wilburton Buildings (History) Year A	https://historicensland.org.uk/listing/the-list/list-entry/1302302
C. 1500	Oak tree planted by Henry VII		
1539	Henry VIII destroyed Ely Monastery	Ely Cathedral (KS1 Year B)	
1608	Sir Miles Sandys of Wilburton acquired Wilburton Rectory and set about draining and		

Wilburton Primary's new localised curriculum is based on a timeline of local events, the relevant subject and unit within it, with links to resources. The table above shows part of the localised History curriculum.

Impacts on families and the local community

Families have come into school to hear the songs, which the pupils sing in family assemblies. During the creative process of creative writing and composing songs, the pupils have been able to share aspects of their families' cultures and heritage. The pupils share their knowledge of Wilburton's history with their families:

"It's really an eye-opener, and it's interesting for the parents too. Children have first-hand experience of the history, and they can see it in the village when they are walking there with their parents" - Head Teacher

Pupils have planted apple trees on Parish Council land and discovered, through using historic maps provided by Heritage Schools, that the land used to be an orchard. Thus, they have reverted the land to its previous use, and the trees will provide a lasting benefit for the village.



Planting apple trees for a new orchard

Another link has been made with the Cricket Club, where several of the pupils play; they compete for the Gothard Cup, which is named after another relation of the Mr Gothard who told Ralph Vaughan-Williams about Wilburton's folk songs, which the pupils discovered as a result of the LHEM's research.

Summary

“Everyone has been great, not just with their own knowledge but the way in which they have imparted what they know, their enthusiasm and their passion, that was got over to the children when they were doing the workshops. They have all been really good at engaging all the children, right across from Reception to Year 6, which can be a challenge sometimes, especially when the workshops are all online” - Head Teacher

The Head Teacher was emphatic about the value which the LHEM’s training and resources had brought to the school, and the benefits and enjoyment which the pupils had gained from the three Heritage Schools projects they had taken part in. The local heritage they have discovered has given them a much greater understanding of, and pride in, the place where they live. As they had not learned about traditional music before, this opened up new areas for them as they learned how to write songs and found out about the many varied aspects of local heritage on which their songs were based.

The training and the creativity resulting from the three projects has been transformational for the staff’s teaching and development of the curriculum. The whole curriculum, across all subject areas, is being re-written to include links to local heritage wherever possible, and the teachers will continue to use the LHEM’s resources.

Having an external consultant, Karin Horowitz, to develop and manage the three workshop programmes is a highly effective partnership for Heritage Schools as it enables Heritage Schools to reach more schools, which they might not make contact with otherwise, and it frees up the LHEM’s time to work with more schools within and beyond these three programmes.

8. Quantitative findings – online partner survey

An online survey for heritage partners was designed, with the link to this survey distributed by the Local Heritage Education Managers (LHEMs) to the various heritage organisations who had provided services to schools involved in the Heritage Schools Programme in their region.

The same survey was distributed to partners in previous academic years so the data from this year is shown alongside previous results, although please note the type of partners and their involvement in specific projects varies considerably.

In total 23 heritage partner organisations completed the survey this time. The wide range of organisations and services taking part is shown in ranked order in the table below based on the 2022-23 survey findings. Multiple answers / descriptors could be selected.

Q1. Which best describes type of organisation / service you represent	2022-23	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17
Museum	26%	5%	17%	20%	28%	12%	15%
University/FE Lecturer	22%	11%	29%	20%	13%	-	-
Historical Society/Group	22%	11%	4%	8%	10%	19%	13%
Education Consultant/Adviser	17%	26%	13%	5%	3%	12%	10%
Local Authority	13%	26%	25%	20%	27%	12%	22%
Archives	13%	-	13%	8%	8%	9%	8%
Volunteer	13%	-	4%	7%	8%	9%	19%
Historian	9%	11%	13%	7%	2%	19%	11%
Independent heritage organisation / service	4%	21%	25%	22%	22%	9%	19%
Researcher	4%	5%	8%	3%	3%	14%	3%
Author of local history resource	4%	5%	4%	5%	-	19%	4%
Film Company	4%	-	-	-	2%	-	3%
Artist	-	5%	4%	5%	3%	7%	6%
Storyteller	-	5%	4%	5%	-	7%	4%
Drama Group	-	5%	-	5%	2%	2%	3%
Library	-	-	8%	-	3%	5%	1%
Arts Award Advisor/trainer	-	-	-	7%	5%	9%	6%
Other	9%	21%	8%	-	15%	30%	17%
Base:	23	19	24	60	60	43	72

Involvement in Heritage Schools

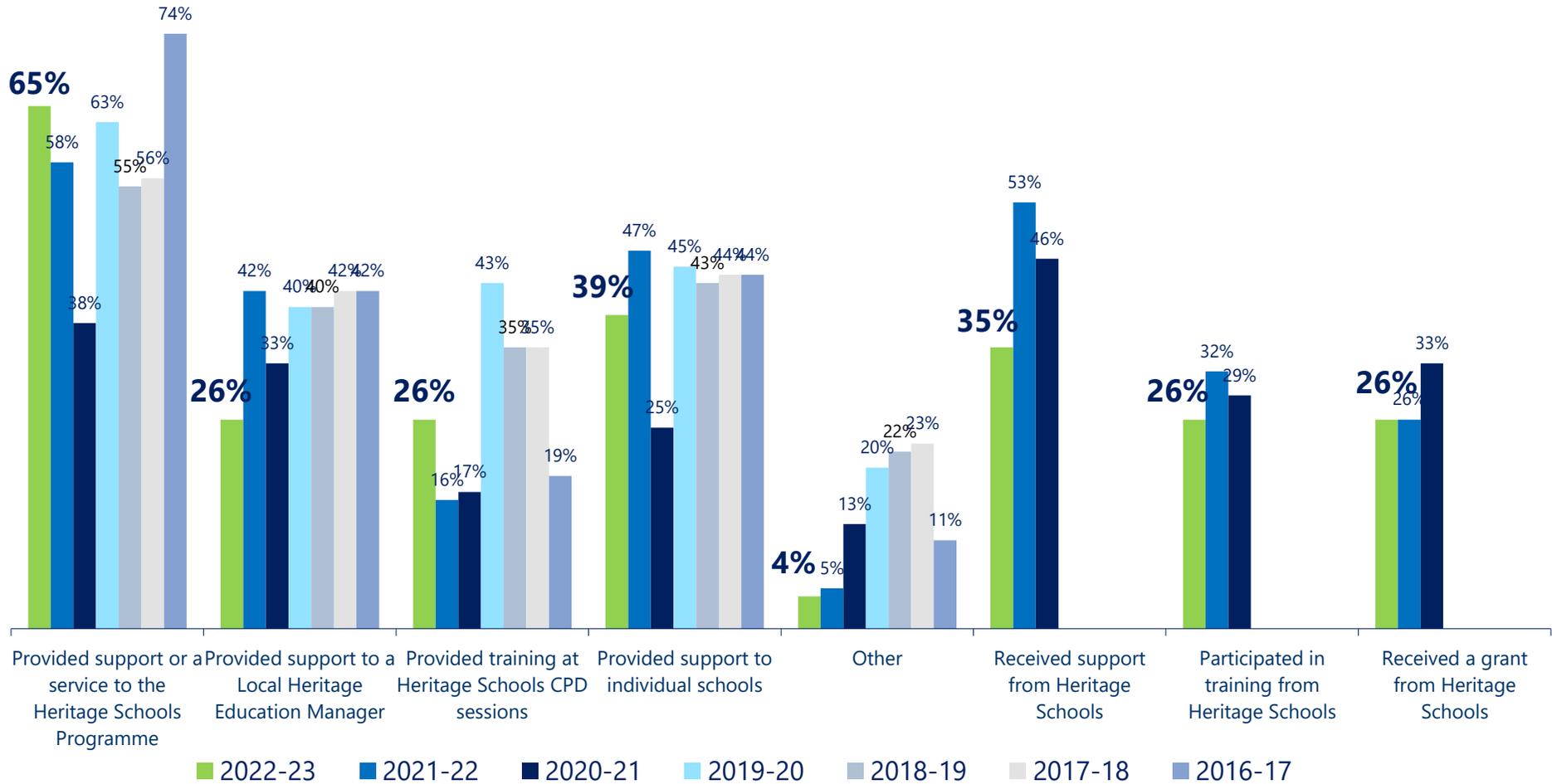
Most partners have been involved in numerous ways in the Heritage Schools Programme, both in providing support to the programme itself and in receiving support from Heritage Schools.

The findings for the most recent academic year are shown overleaf in the green bar, with the percentage figure in larger type than the comparative findings from previous years.

Please note three new options were added in 2020-21, namely:

- Received support from Heritage Schools
- Participated in training from Heritage Schools
- Received a grant from Heritage Schools

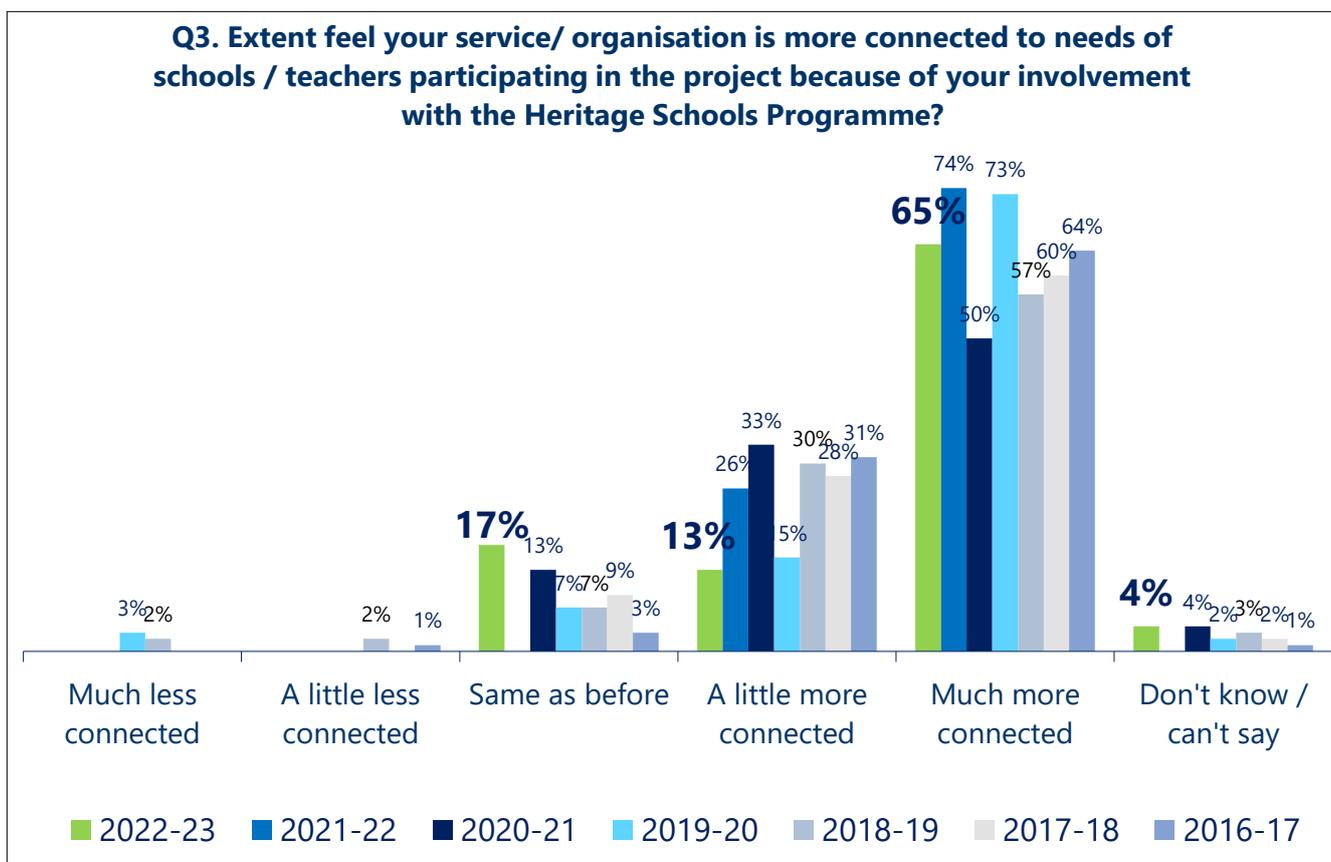
Q2. How been involved in the Heritage Schools Programme?



Impact of being involved with the Heritage Schools programme

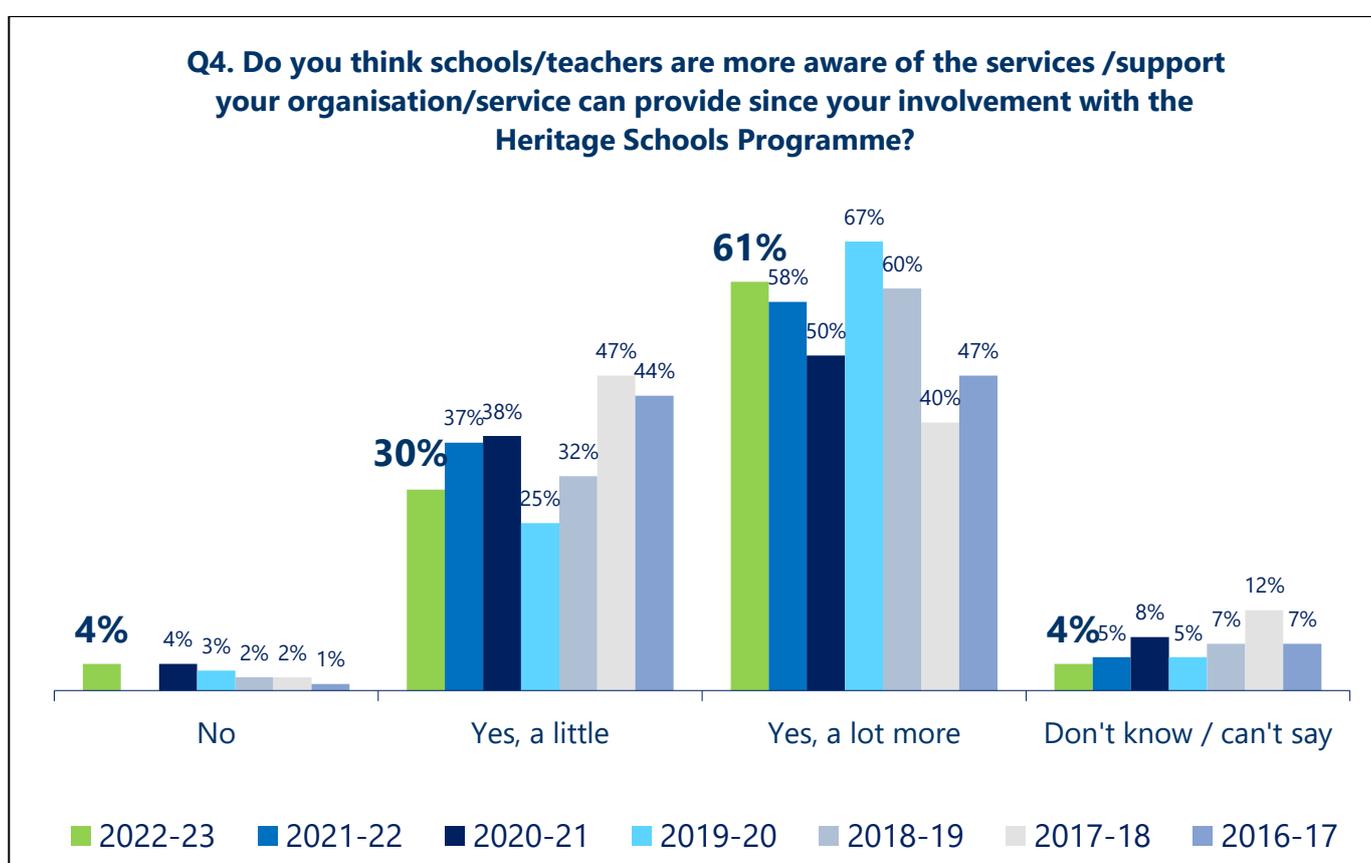
Partners were asked to what extent they feel their service or organisation is more connected to the needs of schools or teachers participating in the project because of their involvement with the Heritage Schools Programme.

With two thirds feeling much more connected, the Heritage Schools programme continues to be a useful conduit in connecting partners involved in providing heritage services with schools.



As well as being more connected with schools, partners feel schools and teachers are now more aware of the services or support that they can provide since their involvement with the Heritage Schools programme, with 91% (95% in 2021-22, 88% in 2020-21, 92% in both 2019-20 & 2018-19, 87% in 2017-18 and 91% in 2016-17) agreeing with this.

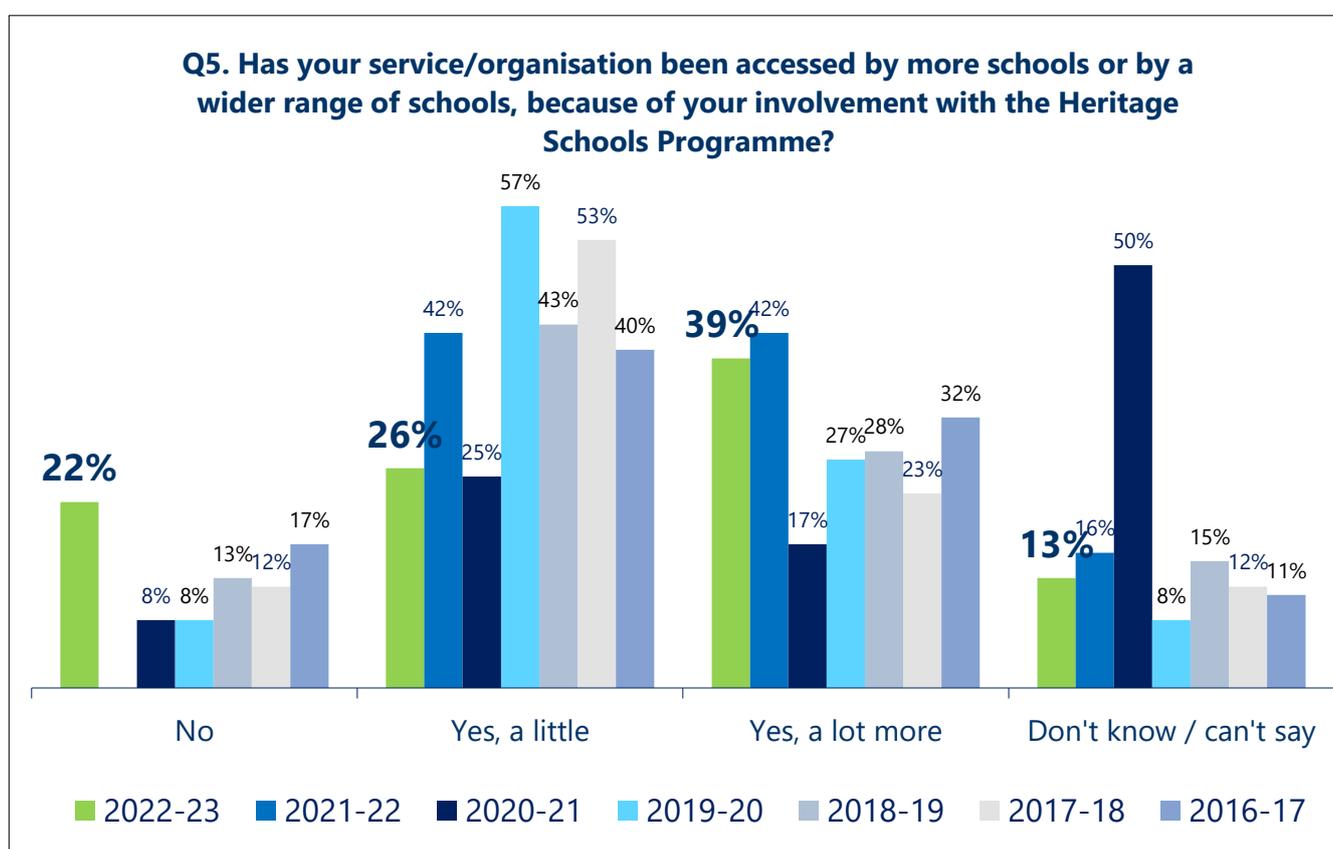
The qualitative case studies highlight a variety of ways that different partners have worked with schools and teachers, demonstrating the services they provide and how this can help enhance the local heritage projects being undertaken in schools and the positive impacts on pupils.



Two thirds (65%) of partners in 2022-23 have experienced their services being accessed by more schools or a wider range of schools because of their involvement with the Heritage Schools Programme.

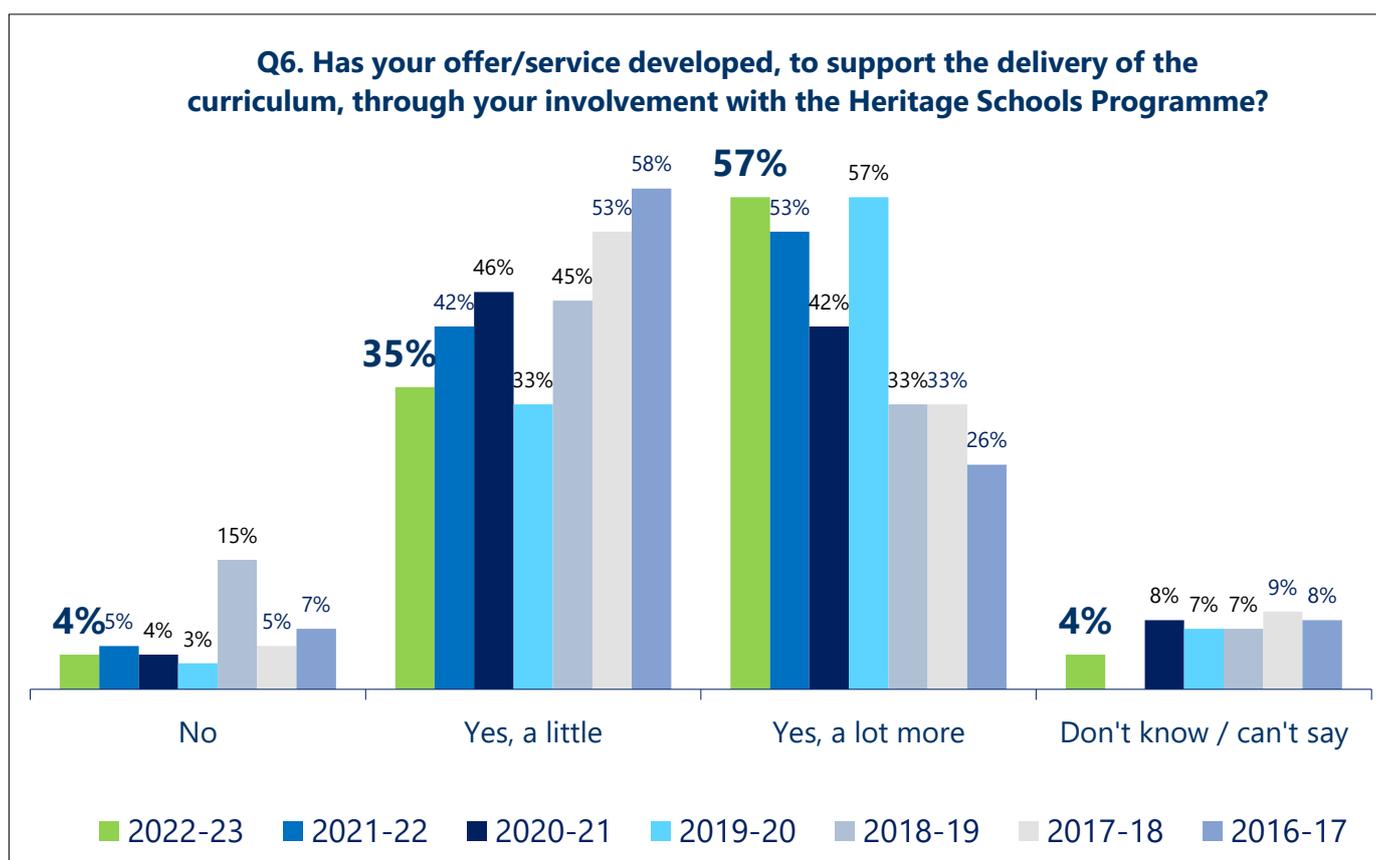
This shows a drop from the 84% in 2021-22, 42% in 2020-2021, 84% net in 2019-20, 71% in 2018-19, 76% in 2017-18 and 72% in 2016-17 who agreed with the statement.

The qualitative case studies also highlight how schools have been made aware of and signposted to different external organisations in the CPD training and how external providers and visitors coming into schools have been used by teachers to enhance the local heritage projects undertaken and the impact these have had on pupils.



Most partners, 91% in 2022-23 (95% in 2021-22, 88% in 2020-21, 90% net in 2019-20, 78% in 2018-19, 86% in 2017-18 and 84% in 2016-17) feel that their offer or service has developed, to support the delivery of the curriculum, through their involvement with the Heritage Schools Programme.

Not only does Heritage Schools assist teachers in delivering better local heritage projects, but it also helps upskill partners to improve what they offer schools or better understand what schools need from them.



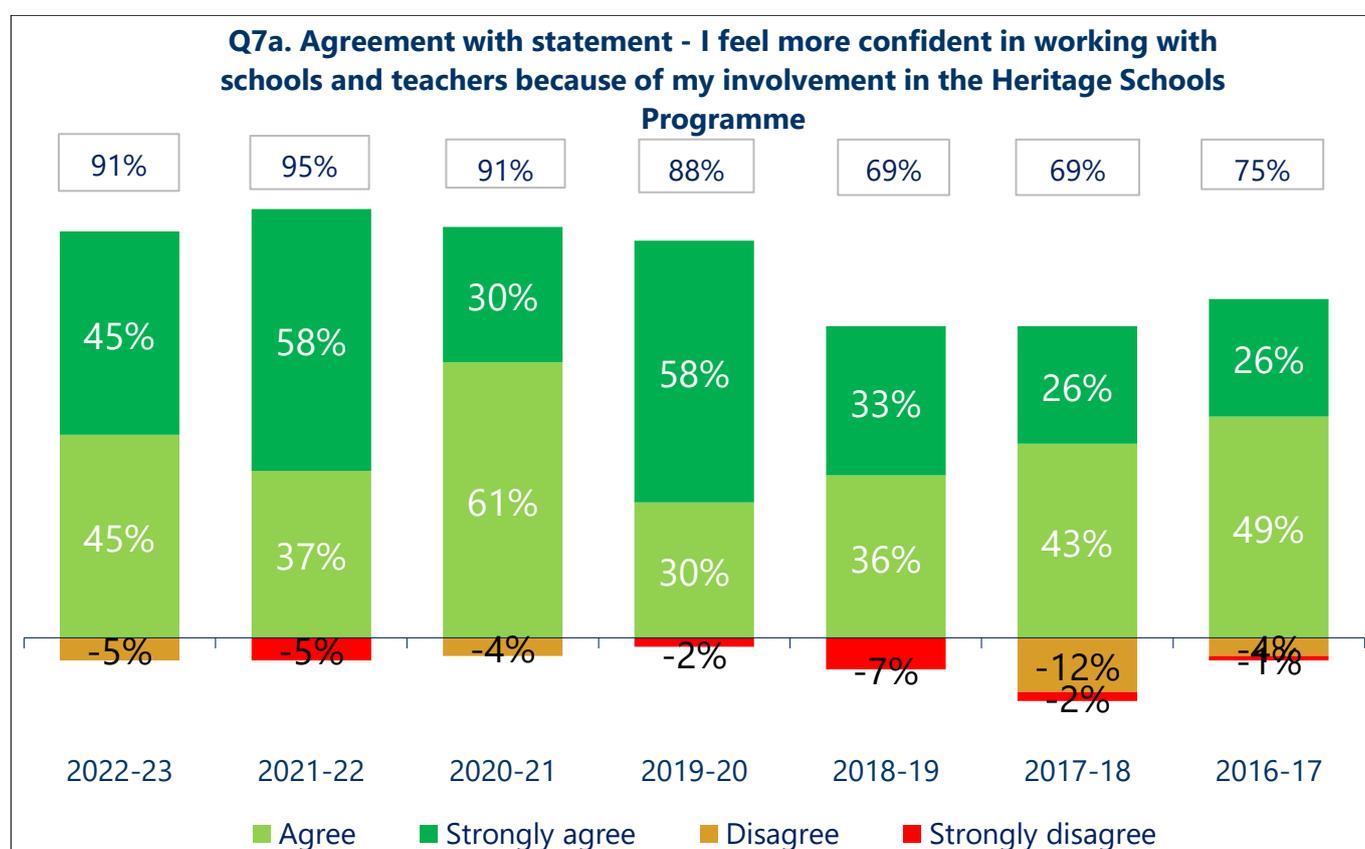
The same positive impacts are reiterated with the level of agreement with two attitudinal questions asked of partners which demonstrate that the Heritage Schools programme has increased the confidence and connections with schools of most partners.

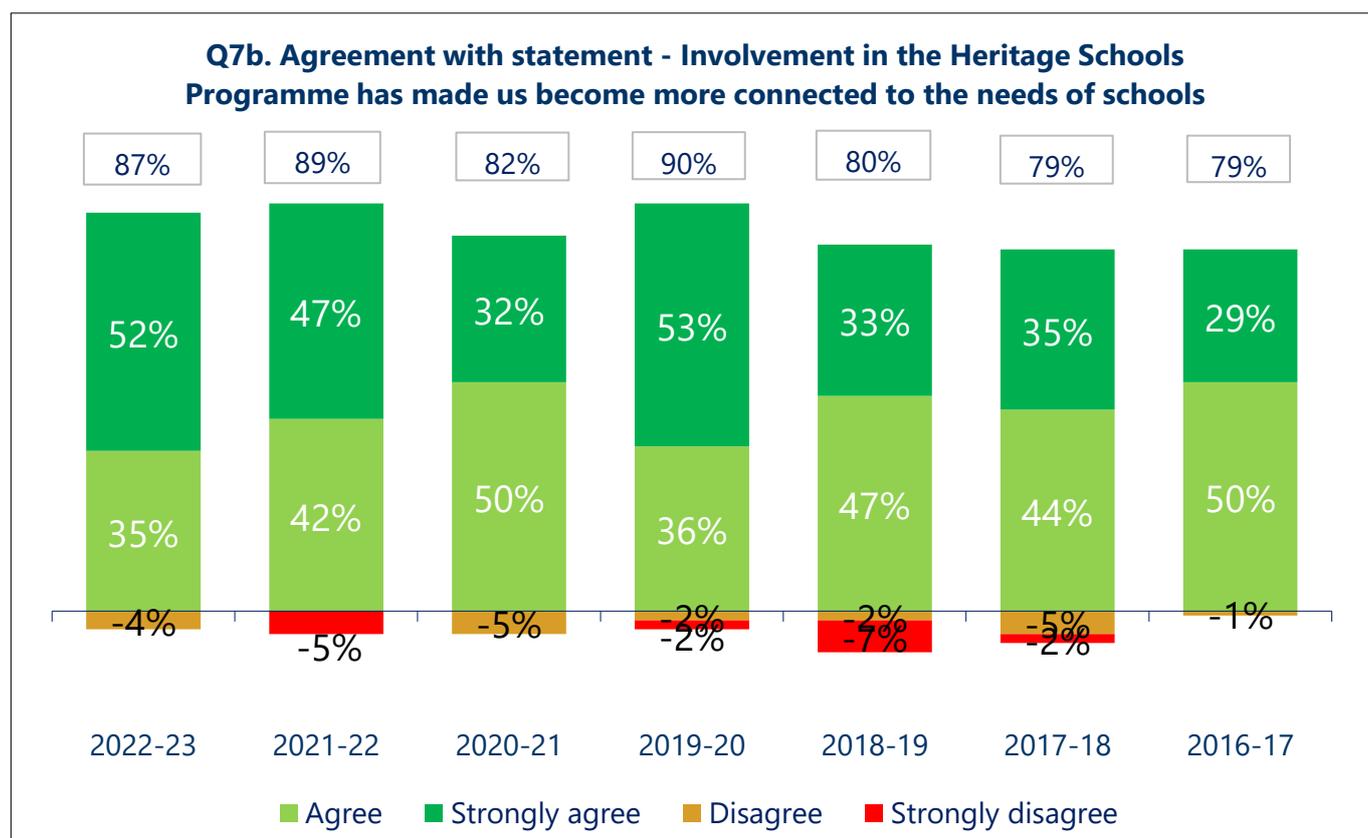
Partners were asked to rate their level of agreement two statements from 'strongly agree' to 'strongly disagree' (with the additional option to say 'don't know/ can't say').

The charts shown below and overleaf show the agree responses ('strongly' and 'agree') above the line, with the results for each specific rating shown in the column and the combined net positive percentages shown in the white boxes above the bar chart.

The figures exclude anyone saying 'don't know / can't say' but include those who gave a middle rating although these figures are not shown in the charts.

The Heritage Schools programme continues to successfully act as a conduit to bring together partners and schools to work together more effectively.





Satisfaction with involvement with Heritage Schools Programme

Partners clearly perceive the benefits of the Heritage Schools Programme for educational, heritage and cultural organisations, as well for schools.

The survey had options for 'yes', 'no' and 'don't know'.

- **100% would recommend participation** in the Heritage Schools Programme **to schools** not currently involved (in 2021-22, 2020-21, 2019-20, 2018-19 and 2017-18 this was also 100%, with 99% in 2017-18 and 1% 'don't know')
- **100% would recommend involvement** with the Heritage Schools Programme **to other education, heritage or cultural organisations** (100% in 2021-22, 96% in 2020-21, 100% in 2019-20, 98% on 2018-19, 100% in 2017-18 and 99% in 2017-18).

With **100%** saying they **would like to continue to work in partnership with the Heritage Schools programme** it indicates a very high level of satisfaction (in 2021-22, 2020-21, 2019-20 & 2018-19 it was also 100%, 2017-18 it was 98% yes and 2% don't know and in 2016-17 97% yes and 3% don't know).

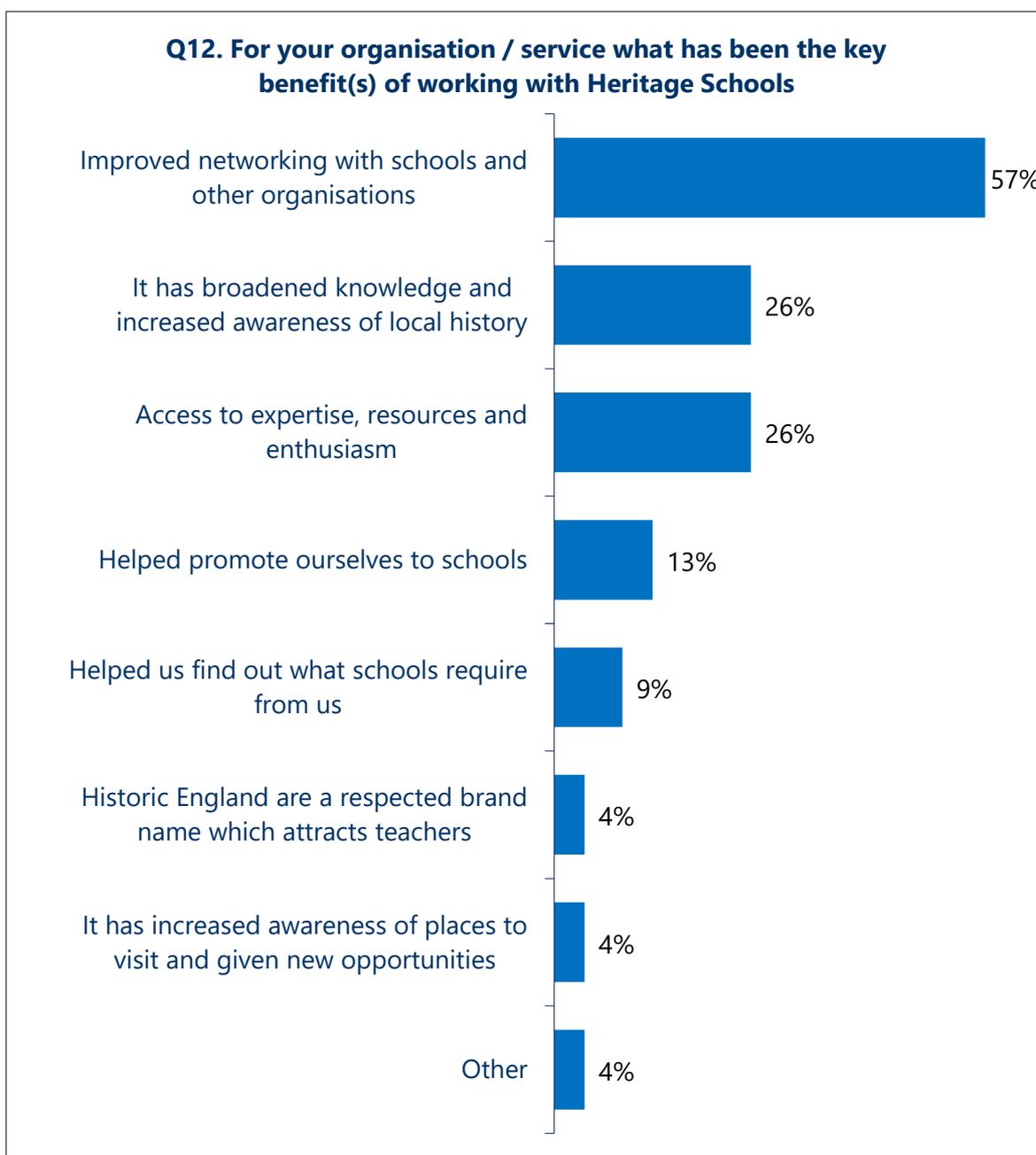
When asked for any suggested changes or improvements to improve the impact and effectiveness of the project, 87% either gave no answer or a general positive comment on the programme or their Heritage School contact (74% in 2021-22, 80% in 2020-21, 87% in 2018-19, 79% in 2017-18 and 82% in 2016-17).

The suggestions for changes or improvements are shown below, although all are related to generating more business for their own businesses rather than improving the Heritage Schools training provided:

- *More information sent to non-participating schools*
- *Perhaps a workshop to showcase how to assemble/put together resources (PowerPoints, activities etc.) that contribute and/or support the curriculum using our sites heritage as primary sources and tangible history that students and teachers can engage with to have greater impact on education*
- *Perhaps more contact directly with schools to better understand their needs.*

A final question was added in 2017-18 to uncover the key benefit for partners in working with Heritage Schools.

The verbatim answers given from the 2022-23 survey results have been coded, grouped together and shown overleaf in order of the most to least cited benefits.



A selection of the verbatim comments below summarise the benefits of Heritage Schools, bringing heritage organisations and schools together to enhance students' knowledge and engagement.

- *Engaging local schools and developing an educational project that could be delivered to a number of schools*
- *Gaining access to new schools, thereby enabling me to pass on knowledge to children*

- *Given us a tangible, focussed reason for working with schools. Schools can see the benefit of the programme and therefore have an added incentive to work with us. Also it gives us focus and good reasons to build relationships with other heritage organisations. It has given us strong links with schools we had not worked with before*
- *It's underpinned the integrity of our curriculum offer to teachers. It's helped us to build and develop relationships with local teachers and has developed teachers' awareness of how we can enrich their curriculum and teaching*
- *Prepared student teachers to consider using local history materials to teach children about their locality*
- *Widening awareness of resources and the support on offer to schools.*

9. Appendix - CPD quantitative survey

Heritage Schools CPD Survey 2022/2023									
<p>Please complete the survey below to help us evaluate the impact of the Heritage Schools programme and develop it to support your needs. The survey is being undertaken by Qa Research, an independent research company, on behalf of Historic England and all information is anonymous and confidential.</p> <p>Please answer the following questions as truthfully as possible.</p>									
<p>1. Course date (dd/mm/yy) _____ / _____ / _____ & location (town/city) _____</p>									
<p>2. Which best describes you? (Please tick ✓/ shade one only)</p>									
Initial Teacher Training	<input type="radio"/>	1	Newly Qualified Teacher (NQT)	<input type="radio"/>	2				
KS1 Teacher	<input type="radio"/>	3	Key Stage 2 Teacher	<input type="radio"/>	4				
Secondary Teacher	<input type="radio"/>	5	Teaching & Learning Assistant/Tutor	<input type="radio"/>	6				
Heritage & Cultural Education Provider	<input type="radio"/>	7	Other (please state) _____	<input type="radio"/>	8				
<p>Please rate how much you agree with each statement using the scale below. Tick or shade one circle/score for each statement. If you are unsure mark the 'Don't Know / Not Applicable' option (DK / NA)</p>									
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't know / Not Applicable				
1	2	3	4	5	DK / NA				
After participating in CPD or training session:									DK NA
3	I have a greater understanding of the value of using local heritage in the curriculum			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I have a greater understanding of how to embed local heritage into the curriculum			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I have a greater understanding that local heritage can connect to regional, national or global history			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I am more aware of where to access useful resources			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I have developed skills that I could use in my teaching/work			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>8. What was most useful?</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>									
<p>9. Any suggestions how to improve the impact and effectiveness of the CPD training?</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>									
<p>10. What history qualifications do you have? (tick ✓/shade)</p>									
No formal qualification	<input type="radio"/>	1	GCSE / 'O' Level	<input type="radio"/>	2				
AS / A Level	<input type="radio"/>	3	Degree	<input type="radio"/>	4				
MA	<input type="radio"/>	5	PhD	<input type="radio"/>	6				

Research Questions

11. How many non-Heritage Schools History training sessions have you attended in the last year? _____

12. Approximately how many young people attend the school/organisation you work in per year? _____

13. Has your school/organisation been involved in any Heritage School projects/training before the CPD today?

Yes ₁ No ₂ Don't know / Not Applicable ₃

In your opinion would learning about their local heritage have the following impact on pupils?							DK NA
14	Raise their aspirations	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/>
15	Improve their sense of place	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/>
16	Increase their sense of pride in their local area	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/>
17	Develop their self-esteem and or confidence	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/>

18. Have you ever downloaded Historic England (HE) education resources from the HE website?

Yes ₁ No ₂
If yes, what was it?

19. As a result of the training today how likely are you to download resources from the HE website?

Very Unlikely	Unlikely	Not Sure	Likely	Very Likely
<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

20. What type/format of education resources are most useful? (tick ✓/shade all the apply)

Word ₁ PowerPoint ₂ Films ₃ Interactives ₄
PDF ₅ Other ₆ Please specify

21. When preparing lessons, which humanities websites do you use for resources?

22. Which humanities websites do your pupils use in the classroom / for homework?

23. What additional support from Heritage Schools would be helpful?

24. Any other comments?

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This research has been carried out in compliance with the International standard ISO 20252, (the International Standard for Market and Social research), The Market Research Society's Code of Conduct and UK Data Protection law.

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